Lib.
B – 6

Digitized by the Internet Archive
in 2011 with funding from
Lyrasis Members and Sloan Foundation

http://www.archive.org/details/marylandschooljo03newe

Vol. III. September, 1876. No. 1.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE.
False Balances	413
Cultivating the Memory	415
A Letter from Lake Windermere	418
The Chorus in Reading and Reciting	420
From Rio Janeiro to the Pacific	422
Read and Ponder	424
The Demands of the Coming Century on the American Common School. By Rev. A. D. Mayo	428
Mason and Dixon's Line	435
The Air we Breathe	440
Conservatism in Spelling	444
Official Department:	
To the Teachers of Carroll Co	447
Teachers' Institutes	448
Editorial Department:	
Meeting of the National Educational Association	449
Book Notices, &c	453

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

TOWSON STATE UNIV.

BALTIMORE:

PRINTED BY KELLY, PIET & CO.,

No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.
The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.
Creery's Grammar School Spelling Book.....50 Cents,
Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.
Newell & Creery's Second Reader..... 50 Cents.
Newell & Creery's Third Reader..... 75 Cents.
Newell & Creery's Fourth Reader..... 90 Cents.
Newell & Creery's Fifth Reader..... $1.25.
Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History, with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.
Each.....20 Cents.
Kerney's Catechism U. S. History.....25 Cents.
Kerney's Catechism Sacred History.....25 Cents.
Wilson's History of American Revolution..... $1.50
History of France..... $1.75.
Manual of Catholic Church History..... $1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.
Historia Sacræ..... 50 Cents.
Phædrus.....50 Cents.
Ovid, Part 1.....50 Cents. **Part 2**..... 75 Cents.
DeGournay's First Steps in French.....60 Cents.
Fables de la Fontaine..... 75 Cents.
Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.
Louage, Moral Philosophy..... $1.50.
The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.
Weekly Report Books for Schools, per dozen..... $1.25.
Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.
Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,
174 W. Baltimore St., Baltimore.

STC
L11
M37
v.3

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. SEPTEMBER, 1876. No. 1.

FALSE BALANCES.

"A false balance is abomination to the Lord." Nevertheless the earth is full of such abominations. Even in the schools where, if anywhere, justice should have its dwelling-place, false balances are the rule and not the exception; and accurate results can be reached only by a complicated system of calculation. From the very beginning to the end, from the day when the teacher first presents himself as a candidate for office, to the day when he sends into the world his first class of graduates, he is weighed himself, and he weighs others, by a false balance. He is rated at perhaps 100, because the weigh-master has reported spelling 10, history 10, geography 10, arithmetic 10, &c., &c.; and yet he knows and everybody knows that his weight as a *teacher* does not at all depend on the number of questions he has answered as a scholar. His scholarship is but as the ciphers in "the great account;" his power of discipline, of organization, of attraction, of communicating ideas, together with his moral force, furnishing the significant figures.

It is very true that a man cannot (ordinarily) teach what he does not know, and should not be employed to teach it; but it does not follow that every man and woman can teach what they *do* know. Therefore, while the weighmaster does right to estimate as closely as he can the learning of a teacher, he is not doing justice if he ignores the power which alone

can make that learning available. It is as if one should ascertain with the utmost exactness the weight of a cannon ball, and neglect to take into account the powder by which it is to be propelled. A man with book-learning without professional and moral force of propulsion is nothing more than a cannon charged with a heavy shot, and lacking the gunpowder. A slender stock of knowledge well used will do far more execution than a magazine full of learning without the ability to give it motion, just as an ounce of lead propelled from a rifle will kill, while your thousand-pound ball lies inert in its gloomy cylinder.

The balance that estimates a teacher solely by what he knows, or rather by what he can tell of what he knows, is essentially a false balance.

Again, when a teacher, thus incorrectly weighed at the start, enters on his work, the balance by which his work is tested is ordinarily false.

Take, for example, the case of a teacher of a private day-school. His work is estimated by the reports he sends to the parents, and by the time the children spend over their lessons at home. False balances, surely.

Or take the teacher of a small country school. He is the best teacher, in the opinion of the neighborhood, who "gets the children on fastest." Speed is the only thing demanded. The poor child is hurried on from book to book, from study to study, to satisfy this unsatiable demand for "progress." Surely, another false balance.

Nor is the matter mended, when we come to our city graded schools. There the test is the number of pupils that a teacher can send up to the next higher grade. The primary school principal who cannot send the proper number of recruits to the grammar school, and the grammar school principal who does not contribute his proper quota to the high schools are viewed with suspicion, are pronounced failures, are finally got rid of. It matters not how the promotion has been effected—by legitimate training, or by illegitimate cramming, by internal development or by external varnish, by constitu-

tional growth or by spasmodic effort—the numbers are the only thing required. The principal happiness of a high school teacher's life is that he has no promotions to make, and his work is never weighed. But all the others suffer—and many suffer torture—by the application of the false balance.

The number of questions—questions addressed often by inexperience to ignorance—which a child can answer in the six hottest hours of the hottest day in midsummer is no adequate measure of a teacher's ability or faithfulness. And as to furnishing the best material for the high school by such a test, we would rather, if we were principal of such a school, take Fairbanks' latest improved scales, weigh all the candidates, and reject all that weighed ten pounds more or less than a previously fixed standard.

CULTIVATING THE MEMORY.

Without considering, at present, the proper age at which children should go to school, there can be little question that the earlier periods of school training should be devoted in a great measure to cultivating the memory. It is a matter of serious doubt whether the reasoning faculties are ever sufficiently developed in childhood to make any attempt to reason out theories or principles of any great practical value. While we should be ever willing to cultivate the disposition of children to ask questions by giving them a simple but suitable answer, we should carefully avoid entering upon the "rationale" of the subject, lest in our enthusiasm we get far beyond the child's strength of mind, and only a very confused idea of the thing be made; and sometimes by our attempting too much reasoning we fail altogether to interest the little questioners in the subject any further. Teachers have been met with, men of fine abilities and profound knowledge, that could go to the black-board, rapidly write off the whole formula of the problem, giving the reasoning in fluent language and speedily produce the required answer, and yet few, if any of their

little pupils be any the gainer by it; the whole process was too rapid and too learned for those whom they were professing to teach. While *teaching* is in a great measure *explaining*, yet, too much reasoning spoils it with children. In the lower classes of our public schools, the best thing, so far as experience shows, is to have the children commit to memory facts and principles that will be of use to them in their future training, leaving demonstrations to a later day.

There is no doubt that many young teachers, emulous to show his or her aptness to teach, overdo and spoil the effort by indulging in reasoning out the *whole* subject. Children hardly ever care or remember much of the explanation; all we can profitably give them is the simple facts. Let the memory be first well cultivated—give the younger pupils lessons, or facts to be "learned by heart," and don't burden their minds with a quantity of reasonings for, or on account of, these facts.

In our youngest days of school life we can best "get lessons," that is, commit to memory verbatim the language of the books; afterwards we can trust to reading carefully and giving the sense of the paragraph, but too much liberty, even in that way, is apt to make recitations very superficial and vapid. School books should be written in correct and proper language, not pared down to the supposed capacity of the pupil; we should elevate the mind up to the subject rather than bring down the language to the mind, thus giving the child an enlarged stock of words and cultivating the memory; the meaning of the words is often best learned in connection—in a paragraph—for we all know that when any one is asked the meaning of an unusual word he desires to see or hear it used in some suitable connection, and then forms a more correct idea of the meaning than if he had not had that assistance.

Facts that are committed to memory in our childhood often recur to us through our entire life, and are often of great use to us when we wish to reason out things for others, in a mature age. It is, too, less laborious for a child to commit set words to

memory than a man, and for a child it is the most profitable form of training. Much has been said of teaching that consists mainly of hearing lessons as of no great value, but it is a mistake. To hear a lesson well is an art; the child should not only repeat correctly the rule, principle or fact, but should feel that it *is* a fact that will be found useful hereafter to him; some simple explanation of a word may be given, and a part of the art consists in not giving too much; so, also, a part of the art consist in not prompting the answer, which there is always a cacoethes of doing in an impatient teacher with a dull child. The art of hearing a lesson lies in the firmness of requiring the exact words of the answers and the whole of them, not only as a fine training of the memory, but to improve the pupil in correct language and proper definition.

The fact is, that all a child learns profitably in its first years of school is what it remembers, not what it understands, and what we have to guard against is ignoring this good old-fashioned plan, and attempting to make children reasoners. In like manner we should require of our children unanswering obedience—if they are permitted to reason the order with us, ten to one if it is properly obeyed. The earlier training of a child is of momentous importance, an error here can't be eliminated in a life time; and we hold that the first great requirement is to cultivate judiciously the memory, and the second is equal to it in importance, unanswering obedience.

When we read many of the theories of modern times in regard to the art of education, we often wonder how people in old times knew anything. Old style ways of teaching are spoken of often as absurd, useless, ruinous, &c., and yet we have had, and have yet several old people educated in the old style that we consider very well educated. All that is now antiquated is not "*per se*" bad, and certainly not the old-fashioned plan of committing words and lessons to memory. We fear some are in danger of neglecting to some extent the training of the memory for the training of the reasoning powers, or of beginning the latter too early, and it is to plead

in defence of some of the good old ways in which our fathers trod that they may not be all absorbed in the new scientific mode of State education, that is the object of this paper. Modify the educational plan of the past, but don't destroy it; don't condemn it lest we prove too much that we were badly educated ourselves in our school days; above all cultivate the memory well in childhood. THOMAS LUCY.

We willingly give place to the above, from the pen of an old friend. Although we do not agree with the writer, and have not the slightest sympathy with his conservative ideas, we know that he speaks plainly the sentiments of some of the thinking teachers in Maryland; and represents fairly the practice of all the unthinking teachers—a still larger number.—ED.]

A LETTER FROM LAKE WINDERMERE.

We have been at this lake for two weeks. It is in many respects a very pleasant place. It is the largest of the English lakes, being about twelve miles long and one mile wide in its widest place; it is surrounded by high hills (called fells here), they are so high as to leave one in doubt whether they should be called hills or mountains.

The combination of lake and hills, streams and dales, with villages and country seats, presents a scene of much beauty, although void of grandeur. The lake is navigable for small vessels, and a number of steam yachts run constantly from one end to the other. These are pleasure boats, and carry passengers for a moderate price.

I have realized the truth of a remark that you once made, that England, in appearance, is totally unlike America, and I think that I see the cause; *it is age*, the part which it plays can be supplied by nothing else. The meandering stone fence wreathed with evergreen, seen everywhere in this section, is a feature seldom seen in our landscapes. The roads are admirable and kept in good repair. The climate is tolerably cool; a

little fire would not have been unpleasant on any evening since we have been here, indeed we have had fires on several evenings. We have had considerable rain, but no more than I expected.

The principal geological formation in all the lake district has a striking resemblance to that about Seneca and Cayuga lakes in New York. It is slate, mountain limestone, granite, the old and the new red sandstones are all found in the lake district; but the slate is most prevalent. It is of this that most of the houses and stone fences are built. Some parts of the district also abound in coal and iron. The lake region has attracted to it, in times past, many of the literary worthies of England. Prof. Willson and Mrs. Hemans both lived for a time on the banks of Windermere. Dr. Arnold, Coleridge and Wordsworth in the vicinity of Rydal and Grasmere, and Southey near Derwent water. The falls of Lodore is close to the latter.

I inclose you a branch of *yew* from a tree over the graves of Wordsworth and Coleridge, in the old church yard at Grasmere, a village on the banks of the lake of the same name. A plain slab of slate marks the grave of Wordsworth, and a sandstone, a little more pretentious, that of Coleridge.

I also inclose a sprig of *ivy* from the ruins of "Furness Abbey," one of the most celebrated in England. This is situated on the peninsula between Morecampe bay and the Irish sea. We made a visit to the ruins. It is really wonderful. The buildings seem to have covered about six acres of ground, and the architecture must have been very beautiful. The walls were built of the *new red sandstone*, large quarries of which are seen hard by. The property now belongs to the Duke of Devonshire, and along the deep ravine where once was heard the curfew bell, the notes of the steam whistle heralds the age of progress. * * * * * * * *

W. Horace Soper.

THE CHORUS IN READING AND RECITING.

In the old-fashioned schools the teacher heard the recitations of the scholars one by one; each one had to recite as he was called up. This was the more necessary since the children had nearly all different primers and readers. Is it therefore proper that the teacher of the present age should take the time to hear each child recite separately? Our scholars are now on an average not only more numerous than formerly but they have also greater claims made on them. To those means which the modern school uses in order to satisfy the greater demands now made, belongs the division into classes. Each class is composed of those children which stand about on the same footing, and which are therefore treated equally by the teacher.

If now such a class recites its lesson aloud and in a body we call it a chorus. It is self-evident that the scholars must keep time. The reciting in chorus complies with the natural demand of man to work together in time, as for example in rowing, marching, etcetera. Such keeping in time is advantageous for every sort of work, and especially for school work.

It agrees with the nature of the children, and at once gives time to and checks the liveliness of their disposition. It tends to increase interest in and attention to the lesson, and is a protection against inactive dreaming, as well as against idle dawdling, for the chorus admits of no willfulness, it demands exactness and punctuality. The chorus is also an aid to the memory, for we remember that which we have spoken more easily than that which we have heard spoken. The children at the same time retain what has been spoken in correct grammatical form, if the teacher is sure not to overlook any mistakes; although he is not wholly sure whether the children will remember his corrections or not, yet this is the step towards it, since he now is sure that the children have heard what they should hear.

But useful as the chorus is, it must not be allowed to gain the upper hand in the school, and must occasionally give place to individual reading or reciting. This again serves to in-

crease interest and attention, for each one must be prepared to be called up at any moment.

Now the question is what the teacher must give heed to in order to guide the chorus. Should he for instance speak along with them, or should he only join in from time to time, or should he limit himself to signals only? We must do all this at different times, but the further the children have advanced in the chorus recitations the more he must limit himself to the mere supervision.

In this respect it resembles the infancy of children. We at first carry them, then ride them out, and finally, after they have gained sufficient strength to keep upright, we leave them to themselves. But if the teacher accompanies the chorus he must so lower his voice as not to drown those of the children, and at the same time be careful to detect all mistakes.

A very common error of the chorus is, that it speaks without grammatical accent; the first syllable of a word is usually very much lengthened, even though it be a short one. When the children have gained some ability in the chorus recitations, the time arising from the accent must be changed into a natural rhythm. In some places it will be advantageous to use the logical accent also.

In the same measure as some teachers neglect so others exaggerate the chorus. The further the children have advanced in their instruction the less should the chorus be put in use. But nothing which has not before been fully gone over and ascertained should ever be spoken in chorus.

CHARLES BERNSTEIN.

When nations are to perish in their sins,
'Tis in the church the leprosy begins.—*Cowper.*

Nothing in nature, much less conscious being,
Was e'er created solely for itself.—*Dr. Young.*

FROM RIO JANEIRO TO THE PACIFIC.

A lesson in Geography to accompany and supplement the Text-Book.

Slowly we sailed out of the splendid harbor of Rio. No words can describe the beauties of nature as seen on every side, the luxuriant gardens with their orange and coffee trees, bananas and palms, the high picturesque rocks, the bustling cattle drivers, on their little ponies, crowds of negroes with their gay handkerchiefs tied loosely about their necks, and laden with baskets of fruit for the market, all made up a scene of strange beauty and life; but with a steady breeze filling our sails we sailed on, and two hours later we left the beautiful bay behind us like a dream.

A few days later, after encountering a dead calm, we heard the coming roar of a pampero, as they call the fierce storms that sweep the Pacific; the barometer suddenly fell, and a very deluge of rain burst on us, lasting all night, and the sea washing over our decks. But in less than a week we were drifting into the mouth of the La Platte, full of banks and dangerous shoals we were told, but I was too much taken up with the strange scenes that surrounded me to think of danger. The shore was lined with fantastic looking creatures wearing scarlet caps stuck jauntily on their heads, their dark faces peering at us, blood red handkerchiefs around every neck, and ribbons of the same flaming color in their button holes. Some few wore shoes; gentlemen I learned despised tanned leather, using only horse-hide boots. Nearly every man wore in his belt a savage looking knife two feet in length.

I could have stopped all day looking at the low, dark, brick houses, with their flat roofs, but my first care was to secure a guide and mule for my overland journey to Mendoza, thence across the Andes to Valparaiso. Still I walked till dark far out of the town looking at the strange fences of blooming cactus and aloes. A few days later I saw still stranger material employed, sometimes for a hundred yards cattle skulls

and horns being the only enclosure. A few miles beyond the city the next day we passed the terrible slaughtering pens. The stench arising from putrefying animal substance was dreadful, but neither our guide or mules seemed to mind it. Pools of blood, great heaps of half picked bones, on which the gorged vultures and buzzards stood, met us everywhere. For many miles the people literally eat meat with meat, and fatten their hogs and chickens on it. Well broken horses sold for five dollars, mares brought half as much, but were never used for riding. The people seemed brutish and dirty; is it any wonder? But pressing onward we reached the vast pasture lands of the Lord; saw scores of cattle running with their young, choosing only the choicest spots for feeding; while now and then a drove of wild horses swept past us, or beyond us.

We saw beautiful birds of immense size overhead, some a delicate rose red, others scarlet and black, while at twilight the air was full of flocks of ducks and geese.

Once we gave chase to a flock of awkward looking ostriches, but they proved far too swift for us.

Now and then we stopped at some hut, obtained a few onions and red pepper, or a drink of miserable mate tea. Housekeeping must have been easy, they all sucked their tea from the hot spout of the old dipper-like vessels they used.

Chicken fighting was a favorite amusement, some huts containing a dozen tied to the beds and tables.

We pressed on, riding some days nearly eighty miles, and at last the snow tipped tops of the Andes greeted our sight. I confess as I gazed at their lofty heights a sense of my own nothingness filled me with a sort of shame that I, a puny mortal, had dared to think of crossing them. But guides and mules were soon obtained, and we started up the narrow thread-like road, leading along fathomless abysses where one false step would have been death. We made our tea at night from snow water, carrying up charcoal in our packs to kindle a fire. One morning we observed arising right ahead jets of steam, and coming nearer we saw a sight wonderfully beautiful; the

boiling water condensing, the sun shone on it and formed rainbows of brilliant hues, while the melted snow had congealed and hung in great icicles from the rocks above. Often we sank to our waists in snow when dismounting to lead our mules.

The weather was fine, but intensely cold at night, and on the 18th of July, setting my teeth hard and urging on my weary beast, I stood at last with feelings impossible to describe on the backbone of the world; beyond me lay the dark waters of the Pacific. The dream of my boyhood was realized. I threw myself on the rocks and wept for joy.

M. A. Hobbs.

READ AND PONDER.

[The following testimony of an Illinois farmer, as published in a late annual report of the State Superintendent of Public Instruction, is the experience of thousands in Pennsylvania [and Maryland] and elsewhere, as to the lack of efficiency in our school work.—Ed. Penna. School Journal.]

I am a farmer. My son is now eighteen years old. He began to attend the district school at the age of six, and has attended two terms, or six months a year, from that time until now. He is a boy of good health, and at least of average mental abilities, and has never been considered less studious than his school-fellows and classmates. His teachers have been as competent as the average of those employed in country schools. His time in school has been spent exclusively upon the seven rudimentary branches taught in the common district schools: Spelling, reading, writing, arithmetic, geography, grammar, and the history of the United States. He is, nevertheless, a poor speller, reader and writer; knows little of arithmetic or grammar, except rules; and has only a smattering of geography and history. I found out these things by asking him questions and setting him to do things for me. I take an

agricultural paper, and one evening I asked John (my son's name) to take a pen and paper, and write for me a short article for the newspaper, on "The Culture of Corn," about which I thought I had some ideas worth communicating. I sat in my easy chair and dictated what I had to say, and John wrote it down. When the article was finished, I told John to put my initials to it, and send it to the office of the paper. Two weeks afterward, when the paper came, I looked for my article, and found, instead, the editorial note :

> If our correspondent, B. J. T., knew one-tenth part as much about orthography, punctuation, paragraphing, and the use of capital letters, as he does about "corn culture," his article would have been gladly inserted. His ignorance of these matters, so important to editors and printers, seems as remarkable as his knowledge of the subject treated of. We advise him to write, and get some intelligent school-boy to copy his article for him, before sending it to us.

My reflections on reading this gentle hint must be left to the imagination. Was not my boy John an "intelligent school-boy"? I would look further into the matter. I asked him to point to Salt Lake City on the map. He did so. By what name are the inhabitants of that city known? He could not tell. Is there anything peculiar in their religious notions and social customs? Not that he knew of. How much sooner does the sun rise in Boston than in San Francisco? He did not know. Why should it rise any sooner? He could not say. Though only a farmer, I am fond of Shakespeare, and asked John to read me a scene from King Lear. It could not be called reading, and in much pain I soon desired him to stop. How many different sounds are there in the word eight? *Five*, of course. Did the colonies, prior to the Revolution, all have the same form of government? "Yes." What was it called? "Colonial government." How many kinds of national government have we had since the Revolution? "Two, democratic and republican."

"John," said I, "to-day I sold a load of hay, weighing 1750 lbs., and received pay for it at the rate of $16.50 per ton; how

much money did I get?" He took his slate and went to work, while I read a fresh copy of *The Times*. In an hour I had finished the paper, but John had not finished his sum. He said there were so many fractions in it, and he couldn't find a rule that would fit exactly. The next evening I told him I had a little sum in practical farming for him to do: I rented forty acres of land to Mr. Jones, he put it in corn, and allowed me one-third of the crop for the use of the land. Jones raised 2,400 bushels, the total cost of which, when cribbed, was $355. What did Jones' corn cost him per bushel? and if I sell my share at fifty cents per bushel how much shall I get per acre for rent? John labored on it most of the evening, but did not get correct answers to all the questions. I then gave him all the items of cost and profit, and desired him to open an account with that forty-acre lot, in due form, and prepare a correct balance-sheet of the same. He did not know what I meant.

Finding that my poor boy had but very little to show for his twelve years of delving in the seven elementary common branches, that he was a poor reader, and a worse writer and speller, that he knew nothing of punctuation, and could not, with the matter furnished him, prepare a few pages of manuscript well enough to save them from the editorial waste-basket; that his stock of history and geography was meagre in the extreme; that his knowledge of arithmetic, beyond the mere verbiage of the text-book, was unequal to simple ordinary business transactions connected with his father's farm—I thought perhaps he had made up in general knowledge what he lacked in these subjects, and continued my inquiries.

His reading books contained pieces from eminent orators, statesmen and patriots. Had his teachers told him anything of their biography, character and services?—of the occasion and circumstances under which their speeches and addresses were delivered? He said they had not. He had read descriptions of many lands and scenes, curious stories of beasts, of insects and fishes; every day, all these years, he had walked over this earth with its many kinds and qualities of soils, its

wintry wonders of frost and ice, its vernal freshness and beauty, the summer splendors of its trees and flowers, and the autumnal glories of its pictured woods and ripened fruits; he had heard the wild scream of the tempest, the æolian murmurs of the zephyr, the deep bass of the thunder; had watched the sheen and sparkle of the stars at night, the brightening flash of coming day, and the gorgeous skies of sunset; had lived and moved and had his being amid these omnipresent realities of the material world. Had his teachers sought to interpret them to him, to awaken his interest in them, and to bring him into loving relations w'th nature, with the objective, the visible and tangible? Had they in any way sought to relieve the dryness and littleness of words and books, by showing their relations to the greatness of ideas and things? Had they bidden him watch the curious processes of growth going on about him all the time, the perpetual marvels of plant life and of animated beings, and to move about with every sense alert, eager to note the lessons and revelations coming up from every creature and thing that God has made? "Why, no," said he; "they heard me recite what was in the books." "Of course," I pursued, "but did they not do more than that? Did they not supplement and enrich the daily lessons of the book by information, facts and illustrations drawn from their own reading, observation and experience, so as to whet your appetite for general knowledge? Did they not tell you, again and again, that the few studies of the district school were chiefly valuable as necessary instruments for future acquisitions?—that you might through them become intelligent, well-informed, useful and happy?" They had not done any of these things, John said.

A day or two after this conversation I took a walk with my son, through the gardens, stock-yards, fields and woods, resolved to bring this painful inquiry to a conclusion, and bitterly reproaching myself for having so long taken it for granted that he was doing well. Of the ground beneath our feet, he knew only that it was a portion of the earth's surface; of the gar-

dens, he knew that vegetables grew in one, and flowers in the other; he knew the names of the various domestic animals, but he did not know which of a cow's jaws are destitute of front teeth, nor when she rose from the ground which end of her got up first. The grain in the adjoining fields was six inches high, one wheat, the other oats; he could not distinguish them. All he could say of the meadows was, that they contained grass; of forest trees, he could tell the names of but few, while of their respective characteristics and values for fuel, lumber, etc., he was ignorant. But the worst of all was that the boy's senses seemed inactive, his perceptions blunted, and his mind stupified, by the habit, all these years, of studying mere words instead of things also, and of regarding school work as something separate, apart from the outdoor world, having but a vague and unimportant relation to every-day life. Thenceforward I tried to arouse the child's dormant senses and faculties, and to show him what great things God had done for his education, to give him a fresh baptism into the spirit of nature and world of realities, from which, alas! his schooling had seemed to separate him.

THE DEMANDS OF THE COMING CENTURY ON THE AMERICAN COMMON SCHOOL.

BY REV. A. D. MAYO.

[An address delivered before the National Association of Teachers, at Baltimore, Md., July 10, 1876.]

The establishment of the government of the United States found New England, alone, in possession of a system of free schools for the whole people. Every great, good idea or institution is the child of all things great and good that came before; but is also original, like every new child born into the world. A people at a white heat of consecration for civil and religious liberty assimilates history and strikes out great central

plans, which include the possibilities of coming generations. The colonists of Massachusetts Bay struck the keynote of the American system of education; and their earliest statutes contain its fundamental principles. These fundamental principles are the following—common-school ideas:

1. That every child shall be freely offered the opportunity to obtain the intelligence and education essential to citizenship in a republic. In the original statutes of Massachusetts Bay we find also the idea of compulsory education which, this year, has come to the front in the message of the President of the United States.

2. That this education shall never be controlled by any party or sect,—ecclesiastical, social, literary, or political. The common school shall be the child of the people, depending on the whole people for support and supervision.

3. That the whole people shall be finally responsible for the cost of common education, that the schools may be free. Private aid was not discouraged; indeed, from the first, the rich Yankee felt the stress of a public opinion that to-day will not let a wealthy New England man sleep quietly in his grave, who has not given something to educate the people. But when private efforts ceased, the people came in to sign the bond of free instruction for all the children of the State.

4. That this education, as to quality and quantity, shall be the best that can be obtained. The schoolmaster and schoolmistress of the old time were the flower of the youthful learning and character of the neighborhood—the college students and graduates, the daughters of the minister, the doctor, the judge, —the best were none too good. As to quantity, they declared that the children should have all the education the people could be persuaded to pay for. Chief Justice Shaw ruled that it was lawful to teach Hebrew in the common school if the people desired to pay for it. The New England people began by giving generous State aid to every grade of education, and the people of the United States have "kept step to that music" even to this day.

5. That this school, from primary to college, shall be essentially a school of character, imparting intellectual discipline with an eye to the making of the citizen and the ennobling of the man. The idea of character in the school room was the Christian idea of the New Testament. In defence of the civil and religious liberty of the citizen, and in tender reverence for the dawning conscience of the child, it insisted only on the fundamental elements of character, everywhere in Christendom the commonplaces of public and private morality. But it never conceived the mischievous theory that respect for the individual conscience demands the expulsion from the school room of everything any man may declare sectarian in morals or religion. Neither were they caught by that fallacy, repudiated by every great educator in the world, that mental training may safely be conducted apart from good discipline and instruction in the moralities that establish character.

On these great pillars the people of New England built up their system of colonial popular education. The outcome of that school-house was seen in the war of the Revolution, when these colonies furnished nearly three-fourths of the entire number of soldiers who followed Washington from Boston to Yorktown. So was this problem demonstrated, that the free education of the whole people makes for the patriotism and freedom that are the soul of a republican State.

The first question to the newly-established republic was, substantially: Can this New England system of popular education be nationalized? New England was still a country of liberal Englishmen of the middle class. But New York was cosmopolitan from the first; Pennsylvania, rent by fierce sectarian rivalries; the southern Atlantic States, feudal; and beyond the Alleghenies half a continent awaiting the occupation of all who would freely come.

The past century has been occupied by the working out of this problem: whether the republic can receive a common system of culture, and whether its keynote was struck in the first overture on the stormy coast of Massachusetts Bay.

It may not have occurred to those who persistently deny the right of the general government to interfere in the education of the people, that it *did* interfere in the beginning and, by one act of consummate statesmanship, virtually establish the common school of the New England colonies as the American system of popular education. In the memorable ordinance of 1787, which created the West, the congress of the confederation wrote this far-reaching sentence: "*Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.*" Bound by this compact, the new West received the most magnificent grant of public lands ever bestowed by a nation for popular education. Thus did the national government establish the free school in the new republic, and assert its purpose forever to aid and protect the children of the whole people in their divine right to be taught and trained for the citizenship of a free nation.

The leaders in Western education brought to the northwest the radical foundation-stones of the New England school-house and college, and on those foundations have raised a structure, already the pride of the nation and the admiration of the world. In the later methods of instruction and details of organization, our Western education has assimilated the most valuable elements of the German and British theories; but in every essential respect the American school beyond the Alleghenies is the logical outgrowth of the colonial school of New England.

The only real conflict has been in the Middle and Southern States. And the strategic point of the battle of the schools has been the State of New York; a Commonwealth imperial in its errors, and, best of all the States, representing that cosmopolitanism at once the glory and the peril of the nation. In this State every cardinal principle of the original free school was obstinately questioned by eminent authorities. For half a century American education was debated in New York with an ability and persistence that no latter-day opponent of the American system can hope to rival. No State has furnished

the cause of popular education more far-sighted friends than the Clintons, Randall, and Seward, and in no State has the cause so often been in such deadly peril. New York abolished the rate-bill in 1850, thus assuring the freedom of elementary education. In 1870 the city of New York built the noblest common-school building in America, as a free high school and normal college for girls, supplementing her free academy for boys. In 1871 Cornell University arose by the united munificence of private gifts, State and nation, opening its broad gates to men and women. And on one of the last days of April, of the present year, the old city of Albany, most stubborn of all conservative communities of the North, laid down the rusty arms with which for two hundred and fifty years she had fought the advancing power of popular education, and dedicated her free high school-house, a temple worthy a victory in such a cause.

The victory in New York established the common school in Pennsylvania and New Jersey, down to the southern line. Such plans and ideals of education as filled the souls of Washington and Jefferson will keep. When the day of providential deliverance came, the people of the South made haste to adopt the American common school. Already is the common school in the South an established fact. And happily in this new soil there is no bar to the adoption of the finest methods of instruction and organization.

I have never been so touched as by the singing of the colored children in the schools of Washington, and have seen on their blackboards ornamental drawings of which old Boston might be proud. And there are communities that boast of Pilgrim decent, in New England, where the methods of primary instruction are inferior to those in the new log school-houses in the pine woods of the Carolinas.

So has the American common school emerged from its century of trial, and now stands up essentially the same as an hundred years ago; yet broader and more complete in all its details; enriched with the contribution of the finest European thought

and practice; marvelously adapted to every community to which it comes; another and yet the same; just as you behold in the gracious woman who leads the social life of a new city on the Pacific coast, only a revised and adorned edition of the little old grandmother that has.come three thousand miles from dear Yankee-land to live out her closing days; the same, plus all that culture and contact with the finest native society and foreign travel can do for her. And, as when she dresses herself in the old-time costume at the centennial ball, her grandmother seems to dance once more before our eyes, so the American common school is the original thing that came out of the brains and hearts of the original school committees down East, who "builded better than they knew," as men always do who build anything in the spirit of reverence for man, in humble dependence on the favor of Almighty God. And, as the old Continental schoolboys and girls won our independence, so the republic was saved to union and liberty, in the great war of reconstruction, by the men and women who had learned the lesson of patriotism and freedom in the common school.

The manner in which the great work of establishing the national common school has been achieved reveals the most characteristic feature of the American mind: *its marvelous executive common sense.* This roundabout, practical, wholesome right-minded common sense of the people is the most original force in government yet developed by American history. To that we owe it that neither the pedagogues nor the priests have been able to impose their wrangles upon us, and array the people in hostile camps on their rival systems. The people have always been able to see the kernel of truth at the bottom of every pile of chaff, and, in some way, often homely and informal, to appropriate the best and avoid the sharp issues of contending factions. And on that same common sense, instructed by the great experience of the last fifteen years, we rely to save the American system of education already gained; to appropriate all suitable things from abroad; to vanquish every enemy of the public school.

1. This popular common sense will repudiate class education, and keep the whole public school open to the people. The great danger in our country is an alien class, apart from the body of the republic, at the mercy of the political, social, or religious demagogue. The cure for every ill that lurks at the bottom of our social scale is to tie the lowest and highest class together in the bonds of a common citizenship, and then arouse the higher side of the nation to educate the lower. There is more philosophy in the old nursery rhyme, about the man that "jumped into a bramble bush and scratched out both his eyes," then "jumped into another bush and scratched them in again," than in many a solemn warning of professional political economists. For a whole people can only be kept alive to their common duties by having on hand some uncommon and perilous situation. Thus we may expect that during the coming century our people will insist that every child shall have the opportunity of the best education its circumstances and ability will permit, and every parent, if necessary, be compelled to respect the children's right to the instruction that makes for good American citizenship.

2. The people will not heed the clamor against the higher education at public expense, that is now on its periodical airing, even in cultivated circles of the North. It is refreshing to see the patient, persistent way in which the whole people moves on to the accomplishment of a desirable thing. A foreign observer, shut up with certain classes of worthy people in our great cities, might fancy there was a question before the country, whether the State shall aid in any save the elementary education. But in fact, the enlightened masses have never wavered an instant on this point. While the president of Harvard University proclaims that the State must withdraw from all save the elementary training for youth, the Commonwealth of Massachusetts, that made Harvard, is preparing to admit a new class of towns to the opportunities of the free high school; is spending liberally on its new normal school of art and its new agricultural college. The State of Maine has established two hundred free high

schools during the past five years. Every year the great West is more determined to open every avenue to free higher culture through the State university, the technical, artistic, and industrial schools, and the great public libraries that are the real seminaries of the people. This argument is closed. The people have decided that "the sphere" of every American child is the best life possible to him, and nothing is too good for the boy whose vote may elect the president of forty millions of freemen, or the girl who may become the mother of that president.

[*Concluded next month.*]

MASON AND DIXON'S LINE.

Looking upon the map of the United States, one naturally asks, "why the southern line of Pennsylvania was not continued to the New Jersey shore, why the eastern line of Maryland does not there strike it, and why a circle should be the northern boundary of Delaware, the odd result of which has been to leave so narrow a strip of Pennsylvania between Delaware and Maryland, that the ball of one's foot may be in the former and the heel in the latter, while the instep forms an arch over a portion of the Key-stone State itself." The explanation is connected with the "line" of which we are speaking.

On the 4th of March, 1681, William Penn obtained a grant of land westward of the Delaware and northward of Maryland, a part of the southern boundary of which was to be "a circle drawn at twelve miles distant from Newcastle northwards, and westwards unto the beginning of the fortieth degree of northern latitude;" and in *the difficulty of tracing this circle was the origin of the work of Mason and Dixon.*

In August, 1681, Penn, through his agent Markham, had received "that extensive forest lying twelve miles northward of Newcastle, on the western side of the Delaware," and early in the following year Markham met Lord Baltimore at Up-

land, now Chester, to settle the boundaries of the two provinces. Upland, which was supposed to be north of the Maryland line, was found by observation to be twelve miles south of it, and in view of this fact Penn's agent declined acting, and went to England to consult with Penn himself. Now Penn had from the beginning been dissatisfied that so much of his province was inland, and that the passage to it up Delaware Bay was so difficult and dangerous, especially in the winter season, and had sought, but in vain, from the Duke of York for a grant of the Delaware colony. At length, however, the grant was made, in August, 1682, conveying to Penn the town of Newcastle, with a territory twelve miles around it, and the tract of land extending southward from it on the river Delaware as far as to Cape Henlopen—a grant doubly important to Penn from the discovery of the true latitude of Upland. And with this grant in view Penn came to America, and took possession of the territory October 28, 1682.

The conclusion thus reached was resisted by Lord Baltimore; and an appeal being made to the king in council, the matter was referred to the Committee of Trade and Plantations, who, as a compromise, divided the peninsula north of a line west from Cape Henlopen between the two parties, so that "Penn obtained a way to his too backward-lying province just as wide and as long as the present State of Delaware." This was on the 13th of November, 1685, when the Duke of York, under whom Penn claimed, had become king. But in the political changes of the next twenty-three years both Maryland and Pennsylvania were taken from their proprietors; and it was not till the accession of Queen Anne that Penn was able (June 23, 1708) to obtain an order in council enforcing the decision of 1685, though even then nothing was done under it. In 1718 Penn died, and in 1723 we find his widow arranging with Lord Baltimore to preserve peace on the borders for eighteen months, in the hope that within that time the boundaries might be finally settled. But it was not till May 10, 1732, that a deed was executed between the children and devisees of

Penn and the great-grandson of the first Lord Baltimore, "agreeing upon a line due west from Cape Henlopen* across the peninsula, from whose centre another line should be drawn tangent to a circle twelve miles from Newcastle, while a meridian from the tangent point should be continued to within fifteen miles from Philadelphia, whence should be traced the parallel of latitude westward that was to divide the provinces. Should the meridian cut a segment from the circle, the segment was to be a part of Newcastle County. This parallel of latitude is the "Mason and Dixon's line" of history.

But to execute this deed of 1732 on parchment, says Latrobe, was a different thing from executing it on the disputed territory. First, there was difficulty as to the point in Newcastle that was to be the centre of the circle; then it was questioned whether the twelve miles were to be its radius or its circumference; and last, there was a doubt about the true Cape Henlopen. And then other difficulties and chancery proceedings, protracted for more than a quarter of a century, still kept the vexed question unsettled; so that it has well been said, "If there was any thing that could equal the faculty of the Marylanders for making trouble in this matter, it was the untiring perseverance with which the Penns devoted themselves to the contest, and followed their opponents in all their doublings." And in the end they had their reward; for on the 4th of July, 1760, another deed was executed,† as a result of which the controversy was finally closed. Under this deed commissioners were appointed, who at once undertook the completion of the

* Not the present Cape Henlopen, which on Lord Baltimore's map is called Cape Cornelius, but the point, about fifteen miles south, where the States of Maryland and Delaware come together on the ocean. On the latest map of Maryland it is marked as Fenwick's Island.

† This deed Latrobe speaks of as "a treatise in itself, and whether for technical accuracy (as a rare piece of conveyancing), legal learning, or historical interest, not surpassed by any paper of its kind." Its duplicate original is still preserved in the archives of Maryland at Annapolis, which was formerly called *Providence*.

east and west peninsular line, and the tracing of the twelve-mile circle. But the progress made was very slow; and at the end of three years they had completed little more than the peninsular line and the measurement of a radius. This delay seems greatly to have disappointed the proprietors; for on the 4th of August, 1763, Thomas and Richard Penn, and Lord Baltimore, the great-grandson of Cecilius, the first patentee, then being together in London, agreed with Charles Mason and James Dixon "to mark, run out, settle, fix, and determine all such parts of the circle, marks, lines, and boundaries as were mentioned in the several articles or commissions, and were not completed."

Leaving England in August, they arrived in Philadelphia on the 15th of November, 1763, and at once entered upon their work. Bancroft erroneously speaks of them as having run the line in 1761; but they did not commence it till 1764, and it was not completed till 1767, and not finally marked till 1768. Adopting the peninsular east and west line of their predecessors, as also their radius and tangent point, they still had to ascertain and establish the tangent from the middle point of the peninsular line to "the tangent point," and the meridian from thence to a point fifteen miles south of the most southern part of the city of Philadelphia, with the arc of the circle to the west of it, the fifteen miles distance, and the parallel of latitude westward from its termination. But so accurate had been the work of the previous surveyors that Mason and Dixon record, in their proceedings of November 13, 1764, that the true tangent line, as ascertained by themselves with their superior instruments, "would not pass one inch to the westward or eastward" of the post, marking the tangent point, set in the ground by the surveyors who had gone before them; so, that, after all, "the sighting along poles and the rude chain measurements of 1761 and 1762 would have answered every purpose, had the proprietors so thought."

Having verified the tangent point, they next measured on its meridian fifteen miles from the parallel of the most south-

ern part of Philadelphia, and so ascertained the northeastern corner of Maryland, which was, of course, the beginning of the parallel agreed upon as the boundary between the provinces. And on this parallel they ran their course due westward, cutting down the forests before them, as we learn from their field-notes, so as to form "a visto" eight yards wide, in the middle of which they set up their posts to mark the line of the parallel surveyed. On the 17th of June, 1765, they had carried this parallel to the Susquehanna. By the 27th of October they had reached the North Mountain, the summit of which they ascended to see the course of the Potomac; and on the 4th of June, 1766, we find them on the summit of the Little Alleghany, and at the end of that summer's work. The Indians were now troublesome, and for the next year negotiations with the Six Nations became necessary, and as these were not concluded before May, it was not till the 8th of June that the surveyors took up their work where they had left it the preceding year. On the 14th of June they had reached the summit of the Great Alleghany, escorted by a deputation of the Six Nations. But the roving Indians of the wilderness began to give them uneasiness, and in September twenty-six of their assistants left them through fear of the Shawnees and Delawares. Still, however, with other assistants who had been sent for, they pressed on with their work, and at length reached a point two hundred and forty-four miles from the river Delaware, and within thirty-six miles of the whole distance to be run, when they came to an Indian war-path in the forest. Here their Indian escorts tell them that it is the will of the Six Nations that their surveys shall come to an end; and as there is no appeal from this decision, they leave their work, return to Philadelphia, report all the facts to the commissioners, and receive an honorable discharge on the 26th of December, 1767. At a later date the line was run out to its termination by others, and a caisson of stones some five feet high, in the forest, now marks the termination of Mason and Dixon's line, so far as it is the southern boundary of Pennsylvania. It

should be borne in mind, however, that the north and south line which divides Delaware from Maryland is really a part of the Mason and Dixon line, so that the popular impression that "the line" was the boundary between the Free and Slave States is an error.

The line, or rather lines, of which the history has thus been given were directed, both by the agreement of the parties and by the decree of Lord Hardwicke, to be marked in a particular manner. And accordingly the surveyors erected at the end of every mile a stone having P on the one side and M on the other, and at the end of every fifth mile a larger stone, with the arms of the Penns on one side and those of the Baltimore family on the other.—*Harper's Magazine for Sept.*

THE AIR WE BREATHE.

It must forever remain a marvel that reasoning men did not earlier find out about the nature of this "breath of life." The arts were slowly developed and many of them lost, literature rose to a high perfection and grew old, civilizations flourished and passed away, before it was discovered that air has weight like other kinds of matter, while it is now only a hundred years since the chief constituents of the atmosphere were ascertained. And it is much more recently that the grand relations of life to the aërial world were traced out and appreciated, while the truth of the case still belongs rather to science than to the common thought of even cultivated people. The old view, palpable to sense (like the motion of the sun), that earth is the mother of life, originating all and receiving all, is still the vague and common belief. The vegetable kingdom springs out of the soil and decays back to its source; animals are composed of corruptible matter and are restored to the kindred clay—"earth to earth and dust to dust."

Over the places that receive the bodies of the dead, monuments are erected as if to mark the last unchangeable abode of

the departed. Yet, even in the crudest materialistic sense, our final home is not in the earth: Nature soon rifles the grave and disperses its contents into the atmosphere above. Not the charnel-house upon which attention has been hitherto so intensely fixed by poets and preachers, but the upper realm of rainbows and light, of ever-shifting clouds, of the golden glories of sunrise and sunset, the world of everlasting beauty in the refulgence of the day and the splendors of the night—this is, in reality, the tomb of man. Even in the lowest sense we need to look beyond the grave; and death would wear a very different aspect if we could escape from the vulgar and repulsive associations of mere burial, which we owe to graveyard poetry, food-for-worms literature, and the emphatic parade of interment. The atmosphere is a thousand times more the theatre of life than is the earth beneath us. All living things are born from it. The entire vegetable kingdom has been condensed out of its invisible elements, and, in decay and dissolution, except a little ashy residue, it is all again restored to the atmosphere. The animal world follows the same law. All sentient creatures are constructed out of the viewless medium above, and back to its serene depths they are all at length returned. The processes are slow but they are complete and inexorable; art cannot arrest them. Though the body be embalmed for preservation, the course of Nature is only transiently checked, and the dissevered atoms soon find their way back to their atmospheric home. The cremationists are disquieted at burial and our mortuary rites, and would send the dead back in haste to the aërial world on the wings of a bonfire. But why be impatient? The grave is but a convenient incident in the cycle of transformations. Nature will do her own work in her own measured and efficient way. She has time enough, and prefers to use it. Slowly and gradually is life unfolded, and slowly and gradually it is again infolded. In fact, the processes are so closely involved and bound up in a common method that they proceed together, and life and death are but different sides of the same thing. The atmosphere that

is finally to claim us is also taking us back to itself, moment by moment, in every breath. Interstitial death, the constant dissolution of the organic system, and the expulsion of its dead particles by respiration, is the essential condition of continued life. We begin to die as soon as we begin to live, and are dying as long as we live. Nature confounds our convenient distinctions, and tells us that a man does twenty times more dying in the course of his life than in his final demise. The living body is a whirlpool of destructive transformations incessantly counteracted, in which life is the constantly-sustained result. If, to maintain his vital energies and enable him to keep up the course of his life-work, a man of seventy has had to drink upward of fifty tons of water, to eat thirty tons of solid food, and inhale more than fifty thousand pounds of oxygen gas, which have been expended in the vital reactions of living and dying, how little, comparatively, of death is there in that final derangement of his worn-out machinery, when the changes cease to go on in a coördinated way! That plant and animal, in relation to the atmosphere, exert antagonizing influences, is well understood. One poisons and the other purifies, and so firmly does Nature hold the balance on a grand scale, from epoch to epoch, that the constitution of the atmosphere is kept in stable harmony with the delicate requirements of living beings. This everlasting self-adjustment of opposing operations, in the sphere of molecular change, is something wonderful, when we consider the enormous extent and activity of the agencies all over the globe, which tend to disturb the atmospheric composition. Every living animal pours out a constant stream of poisonous carbonic acid day and night into the air, and every fire that is kindled, and every decaying thing, reënforces the supply, and yet, in ten thousand gallons of air there is found but four gallons of carbonic acid. It is only a trace, one-twentieth of one per cent., diffused through the mass, and varying but very slightly from this constant proportion, at all heights, in all localities, and in every season. As carbonic acid is liberated from its multitudinous sources, it dissolves away

and is dispersed in the ever-agitated, gaseous ocean, while the amount is so rigorously limited, that, when we breathe in the open air, we have the constant use of a medium of standard purity consistent with perfect health.

Hence the desirableness of out-of-door life. Breathing is physiologically fundamental. We perish in a few minutes if the changes are arrested which respiration sustains. No doubt in all the earlier ages, primitive, savage, barbarous, it was life in the open air that maintained health against the numberless bad practices incident to times of ignorance. As regards breathing, our in-door life is sharply and painfully contrasted with that of out-of-doors. We constantly overlook the difference, and have but the faintest conception of the activity of the respiratory process, and the rapidity of its effects when the circumstances are such as to bring them out. If we imagine the noxious and poisonous products exhaled from the human body to become *visible*, that is, to arrest and reflect the light, so great is their accumulation in the air of our dwellings, that each person would be eclipsed in a cloud, and our houses would be perpetually darkened. When we enter our dwellings, the breathing medium is confined within such narrow limits, that every deleterious change is, as it were, conserved, and the contamination goes on at a rate little suspected, because the products of respiration are invisible. At every breath the quantity of carbonic acid exhaled is one hundred times greater than the normal amount in the external air. While the pure air inhaled contains but one-twentieth of one per cent. of this noxious compound, the air expired from the lungs contains four per cent. of it. Twenty times in a minute we introduce sixteen cubic inches of air into the lungs, and throw it out again with its poisonous carbonic acid augmented a hundred-fold. How difficult it is to keep the air in-doors as pure as that without is obvious enough; though theoretically desirable, it is practically impossible. But the importance of breathing pure air, which is the motor of life, and the prime condition of health, is imperative; and, although people may get tired of hygienic ex-

hortation, and vote ventilation a bore, it is nevertheless important that they should strive to have the air within-doors as sweet, and fresh, and healthful, as that without.—E. L. YOUMANS, *in Appleton's Journal.*

CONSERVATISM IN SPELLING.

It is alleged that the orthography of the English language is illogical, inconsistent, and difficult to remember. Radicals advocate a spelling reform which shall remove these faults. Assuming that the multitude will then learn to spell, they proceed to indicate the means of reform.

Admitting the allegations to be, in a measure, true, I deny the feasibility or desirability of radical change. When a child is born, it inherits the constitution and temperament of its parents, and, in a lesser degree, of its more remote ancestors. Careful training may foster what is good, check what is evil,—may, to a certain extent, control the physical, moral, and intellectual growth. To attain the best results, even thus far, implies an intelligent, unrestrained, unopposed guide, religiously obeyed. But training cannot wholly eradicate constitutional tendencies. Training cannot transform ugliness into beauty, deformity into symmetry. Training will not make an idiot become a Plato. Barring accidents, a child is intelligent, or stupid, comely or ugly, to some extent virtuous or vicious, according to his ancestry. His parents and teachers must take him as he is, and make the most of him. A sculptor could design a better physical man (Adam excepted) than ever breathed the breath of life. Adam was made a "little lower than the angels." Humanity of to-day has inherited the accumulated imperfections of numerous generations of ancestors.

The law of language does not differ from the law of life. Given a few roots, certain laws of combination and sound, and a language could be constructed perfectly logical and consistent,—a complete machine. But language is not a machine;

it is a growth, and liable to all the accidents of growth. Its formation has depended upon the wants, the virtues and vices, the harmonies and discords of mankind. You may prune and manure your trees as much as you like. Their beauty, strength, and fruitfulness still depend upon the soil, the stock, and the weather. An adequate genius, with given materials, might build a speech for the English speaking people; but the result would not be the English language. *That* is a fixed fact, and reforms cannot overstep certain limits without attacking the very constitution.

Before the days of printing, many irregularities in spelling occurred, which have since disappeared. It was wise to drop the *k* from *musick*, *physick*, etc., because it never had any business there. It is well enough to drop *u* from such words as *honour*, because it then becomes its Latin prototype, *honor*, and at best has only a cousinly resemblance to the modern French form, *honneur*. It may be tolerable to write *theater*, instead of the "logical" and "consistent" *theatre*; for the multitude neither know nor care of its origin from "theatron." So they first mispronounce theatre as if it ended in "ter," and change the spelling to suit bad orthoëpy. Moreover, there is no reason in the nature of things why *ter* is any easier to *remember* than *tre*. Before learning the "powers" of letters, a five-year-old would as soon pronounce c-o-w "cat" as anything else.

Must the scholar who sees a logical consistence, an etymological history, in many anomalies of English orthography, give up his consistency because some ignoramus, or even some scholar, has a poor memory? Let the forgetter buy a dictionary and accept the situation. A bad memory is an unfortunate defect, just as much as lack of mechanical skill or of physical strength. Must the skilled mechanic throw away his tools because a bungler cannot make a watch? Must the athlete chop off his right arm because it fatigues the consumptive to drive a nail?

Some people are fond of saying that George Washington

was a bad speller. Was being a bad speller what made him "Father of his country"? Then he has more patriotic sons than we had supposed. We are told that words should be spelled as they sound. As they sound to whom? To the ignorant, who have only sound for a guide? Why do the latter write "plaze," "plese," "plas," *anything* but "please"? Wonderful *consistency!* As they sound to the learned? How shall they form a system out of the heterogeneous elements of the English language? How wonderfully agreed orthoëpists are as to the sounds of words! As well might you expect the child of an Octoroon mother and Chinese father to grow up a full-blooded Caucasian.

Again, is the inconsistency of sound in "plough" and "cough" any worse than in "plow" and "blow"? What is the use of the silent "gh"? What is the use of the silent *ent* in the French *Ils aiment*? How shall we explain ai (ā) in *aiment, ai* nasal in *pain,* which the boarding-school miss burlesques *pang,* ai (ē) in *faisant*? Is the English the only inconsistent language? Students of comparative grammar understand these things and can explain them. Must the fruit of ages be destroyed because some cannot understand them? Must the mountain forests be cut away to raise saplings upon the prairies? I believe in reform; but let it be a real reform; a banishment of vulgarisms, a dropping of useless, unmeaning irregularities in spelling or diction.

Here is a place for conservatism. Unchecked radicalism leads to revolution and anarchy. I do not suppose my protest will weigh much with modern radicals. I am not Mrs. Partington. I shall not attempt to mop out the Atlantic ocean. But when I see the stormy flood coming, I will put on the weather-strips, and, as long as possible, keep the door barred.

The trouble with learning to spell, or learning anything, as far as the rising generation is concerned, lies not in the subjects taught. Ignorance does not exist because teachers are not well trained, faithful, and scholarly, nor from ill-appointed schools. It exists (I write in no misanthropic spirit) because the pres-

ent generation of children, carried on the intellectual shoulders of their teachers, reared upon dime novels, nursing bottles, and "soothing syrup," lacks *brains and industry.*

GEORGE F. CHACE, *in Journal of Education.*

OFFICIAL DEPARTMENT.

TO THE TEACHERS OF CARROLL COUNTY.—On the 4th day of September, or as soon thereafter as possible, the teachers employed in Graded Schools of Carroll County will organize the whole number of pupils therein into as many different grades as there are teachers in charge of separate rooms, providing for regular examinations of pupils at the commencement and at the close of each term, or oftener if necessary, preparatory to promotion from grade to grade as the pupils advance in actual acquirements and mental development without regard to age or sex.

Each public school teacher in a graded school, after consultation with the other teachers with whom he may be connected, will, when necessary, raise or lower his standard of qualification for the admission of pupils, so that he will receive into his department his just proportion of the whole number of pupils attending such graded school, preserving that proportion throughout the school year, as nearly as possible, by the re-examination of his pupils, when necessary, for promotions for high merit, and returning the careless and irregular to lower grades.

Each teacher, in consultation with others interested, especially with the teacher of the next higher and the next lower grade than his own, shall participate in the grading of his own department; and until the grading shall have been satisfactorily completed—using the "Printed Grades" heretofore furnished as guides.

THE FOURTH PRIMARY—when there are not more than four grades below the Grammar School—will embrace the pupils of the first grade and, if necessary to make the proper quota, it may embrace the lowest class in the second grade.

THE THIRD PRIMARY may embrace the pupils of the third grade, and in like manner if necessary, the highest classes in the first and second and the lowest in the fourth.

THE SECOND PRIMARY may embrace the pupils of the fourth grade, and, if necessary, the highest in the third and the lowest in the fifth.

THE FIRST PRIMARY may embrace the pupils of the fifth grade, and, if necessary, the highest class in the fourth and the lowest in the sixth.

THE GRAMMAR SCHOOL will consist of the pupils of the sixth grade and all above the sixth—the highest class in the fifth if necessary to make

up the quota, and all public school pupils within reach qualified to enter this department, admitting only those so qualified and those who have been promoted from first primaries to relieve them, and *no others*, unless they be applicants who have been taught elsewhere outside of the public schools, and whose qualifications are found, after careful examination, to be above the grade of the first primaries; but in no event is the number in this department to be greater or much less than the proportionate part of the total number in all the grades.

When a Grammar School has been organized, the first primaries situated within reach shall grade into it upon the foregoing plan. A teacher of a first primary thus grading into a Grammar School shall consult with the Grammar School teacher from time to time, so that each teacher affected may be conversant with the standard of qualification which justifies promotion from a lower to a higher department; and this rule will govern every teacher from the lowest to the highest grades—each keeping himself acquainted with the standard of qualification next above and below his own.

All transfers of pupils from one grade to another shall be after a careful examination by the teachers who may be thereby affected; and by these examinations alone the grade and class into which each pupil will be placed shall be determined.

Should a disagreement arise about the rights and duties of teachers and pupils, or about either—their relations to each other—a pupil's admittance or continuance in any department, or his expulsion therefrom, or about any matter affecting the government of the school, or the progress of the pupils, the teacher of the department most affected, or any other interested party, will promptly request the trustees to hold with the teacher, or teachers, a special meeting to reconcile differences, notifying the Examiner, if convenient, of the cause, the time and place of such trustee meeting.

August 15th, 1876. Jos. M. Newson, *Examiner.*

In compliance with the law which requires me to fix the time for the holding of the Annual Teachers' Institute, I have arranged the following schedule, in which the convenience of the several parties interested has been consulted so far as it was known to me. It will be understood, however, that the time will be changed to meet the views of any of the County School Boards, on the proper representation being made by the secretary, not less than one month before the time named.

Alleghany	the week beginning	Monday,		Aug. 28th.
Anne Arundel	"	"	"	Oct. 2d.
Baltimore	"	"	"	Nov. 20th.
Calvert	"	"	"	Nov. 13th.
Caroline	"	"	"	April 9th.
Carroll	"	"	"	Nov. 6th.
Cecil	"	"	"	April 3d.

Charles	the week beginning	Monday,	Dec. 4th.
Dorchester	"	"	"	Nov. 27th.
Frederick	"	"	"	Feb. 12th.
Garrett	"	"	"	Dec. 11th.
Harford	"	"	"	April 16th.
Howard	"	"	"	Oct. 30th.
Kent	"	"	"	June 25th.
Montgomery	"	"	"	Oct. 23d.
Prince George's	"	"	"	Dec. 18th.
Queen Anne's	"	"	"	July 23d.
Somerset	"	"	"	Jan. 15th.
St. Mary's	"	"	"	Dec. 4th.
Talbot	"	"	"	April 23d.
Washington	"	"	"	Dec. 18th.
Wicomico	"	"	"	Jan. 15th.
Worcester	"	"	"	Jan. 15th.

Unless otherwise ordered, teachers will understand that the Institute opens on Monday, at 1 P. M., and closes on Friday at noon.

M. A. NEWELL,
Secretary.

EDITORIAL DEPARTMENT.

We take the account of the meeting of the National Educational Association from the *Ohio Educational Monthly:*

The National Educational Association assembled in Baltimore on Monday, July 10th, in the Academy of Music. It was welcomed to the State of Maryland by Gov. Carroll, and to the City of Baltimore by the Mayor. The President, W. F. Phelps, after responding briefly to the warm words of welcome, delivered an address appropriate to the Centennial Year. In the afternoon the Departments assembled at three o'clock, instead of two, as announced in the programme. We attended the Department of Elementary Schools, and listened to an excellent paper by Madame Krause-Bölte, of New York, on Kindergarten Instruction, followed by an extensive exhibition of kindergarten material and kindergarten work. The paper was discussed by Zalmon Richards, of Washington City, Dr. Jas. Cruikshank, of Brooklyn, and the writer. The Hon. B. G. Northrop was not present to perform his part of the programme, being detained in Philadelphia by illness. We learn that in the Department of Higher Instruction there was a spirited meeting, Prest. Dan. C. Gilman, of the Johns Hopkins University, presiding, instead of Prest. Noah Porter. The following letter will explain the absence of President Porter:

YALE COLLEGE, NEW HAVEN, CONN., July 7th, 1876.

To the Secretary of the National Teachers' Association:

Dear Sir—I regret that I shall not be able to be present at the meeting of the National Teachers' Association in Baltimore, which is appointed for July 10, 11 and 12. I had very earnestly desired to be present, but I find myself so much exhausted by the special and unexpected labors of the last two months, as to yield to the advice and almost commands of my family, and withdraw from all scenes of special excitement. I regret this absence the more because the Association specially honored me with the presidency of one of its Departments, and I had expected till recently to prepare a paper which might show that I was not insensible to the honor conferred upon me, but I must yield to the wishes of my friends, who counsel absolute rest.

Please present the reasons for my absence to the Association, with my greetings and best wishes for a pleasant and profitable meeting, and for the prosperity and usefulness of the Association.

With great respect, very truly,

N. PORTER.

The Hon. H. A. M. Henderson, of Kentucky, read a paper entitled "The Political Economy of Higher Education," Prof. Edward S. Joynes, of Vanderbilt University, one on the "Position of Modern Languages in our Systems of Higher Education," and Prof. W. J. Rives, of Washington College, Maryland, one on the "History of South Carolina College from 1810 to 1860." We are unable to say what was done in the Departments of Normal Schools, Industrial Education, and School Superintendence, not having received the reports of the Secretaries at the time of writing this brief summary. In the evening in General Association, the Rev. A. D. Mayo, of Springfield, Mass., read a paper on "The Demands of the Coming Century upon the American Common School," which was discussed by the Hon. Neil Gilmour, of New York, and the Hon. J. H. Smart, of Indiana.

In the General Association, on Tuesday forenoon, Prof. Edward Olney, of Michigan, read a paper on "The Country-School Problem," which was discussed by D. B. Hagar, of Massachusetts, Dr. Richard Edwards, of Illinois, and others. The Hon. W. H. Ruffner, of Virginia, did not read his paper on "The Moral Element in Education," but handed it to us for publication.

Immediately after the adjournment of the General Association Tuesday forenoon, the Departments assembled without taking a noon recess. We attended the Department of Higher Instruction, in which Professor Henry E. Shepherd discussed the point whether the Anglo-Saxon, Semi-Saxon, Old English, and Modern English ought all to be called by the same name, English, as advocated by Freeman and others, taking issue with Freeman's view. The discussion was continued by Joynes, of Tennessee, Schmidt and Henkle, of Ohio, and others. Prof. Joynes' paper of the preceding day was then discussed by Joynes, Raddatz, of Maryland, Sawyer, of Wisconsin, and others. The drift of the discussion was in

favor of the position that foreign languages are best taught by teachers whose vernacular is the same as that of their pupils, provided they have mastered the language to be taught.

We are unable to say what was done in other departments. In the evening Dr. Richard Edwards, of Illinois, read a valuable paper on "The Normal Schools of the United States—their Past, Present and Future." The discussion of this paper was to have been opened by the Hon. J. P. Wickersham, of Pennsylvania, who moved to adjourn, but at the request of Major Rollins, of Missouri, withdrew the motion as the former stated but for a moment. Major Rollins then proceeded at length to make a speech on educational topics in general. Mr. Wickersham after becoming tired and thinking that the moment granted had been unduly prolonged, renewed his motion to adjourn, which resulted in a lively discussion by Merwin, of Missouri, Hancock, of Ohio, and a half-counted vote, and the further continuance of the Major's speech, until hoarseness, heat and weariness finally ended it.

On Wednesday forenoon, in General Association, W. T. Harris, of St. Louis, read a Report on "Course of Study from Primary School to University," after which the audience were entertained by short addresses from Gen. Eaton, Dr. Murray, Commissioner of Education in Japan, Prof. Meyerberg, Superintendent of the Schools of Stockholm, Sweden, Dr. Da Motta, of Brazil, and Tanaka, the Japanese Vice-Minister of Education. The Departments then met, and at 2 o'clock the Association assembled on the *Matilda* for a ride of sixty miles down the Chesapeake to a beautiful summer resort called Fair Haven. On passing Fort McHenry a feeble attempt was made to sing the Star Spangled Banner. The new stone fort called Fort Fisher, farther down towards the so-called head of the Bay, has been condemned as being unfit to resist an assault from iron-clads. The Association, several hundred strong, did ample justice to the excellent supper of soft-shell crabs, fish, fried oysters, and other delicacies. Before the second set had finished their supper we were treated to what is generally acceptable in hot weather, a thunderstorm. On the return, the boat, already too full, received a large addition to its passengers. The Association assembled in the ladies' cabin. The Secretary made a statement that at the close of the Baltimore meeting the Association would be in debt probably nearly fifty dollars, with no money to pay this indebtedness nor to publish the volume of the proceedings of the Baltimore meeting; that it would be a disgrace to the National Educational Association for the proceedings of this Centennial Year to remain unpublished; that five or six hundred dollars ought to be raised at that meeting. By a change made in the Constitution the day before with a view of placing the Association upon a better financial footing, growing out of the recommendations of a committee appointed on that part of the President's address relating to endowment, life-memberships were increased from ten to twenty dollars, and the office of life-director created. A person becomes

a life-director on the payment of $100. All sums arising from this source are to be permanently invested, and the interest only is to be used for current expenses. The following is the result of the appeal made to the few persons gathered in the ladies' cabin: Persons paying $2.00 at Baltimore were allowed by adding $18 more to become life-members, and those already life-members to become life-directors by adding $90 to the $10 already paid. We shall be glad to receive and publish additions to the list given. After each subscription a rousing cheer was given. Donations and subscriptions for the volume of 1875 and the forthcoming volume were also called for, the volume for 1875 to be furnished in quantity at $1.00 a volume, and the volume for 1876 in quantity for 25 per cent. off from the price fixed by the publication committee for a single volume.

Life Members.—John Hancock, Dayton, Ohio; W. D. Henkle, Salem, Ohio; M. C. Stevens, Salem, Ohio; J. Adolf Schmidt, Wooster, Ohio; Alex. Forbes, Cleveland, Ohio; L. S. Thompson, Sandusky, Ohio; M. A. Newell, Baltimore, Md.; Sarah E. Richmond, Baltimore, Md.; C. K. Nelson, Annapolis, Md.; W. A. Bell, Indianapolis, Ind.; E. E. White,* Lafayette, Ind.; T. Marcellus Marshall, Glenville, W. Va., paid, $20; C. C. Rounds, Farmington, Maine; W. T. Harris, St. Louis, Mo.; James S. Rollins, Columbia, Mo.; S. S. Laws, Columbia, Mo.; J. P. Wickersham,* Harrisburg, Pa., paid $10; Edward Brooks, Millersville, Pa.; J. R. Malone, Dallas, Texas; Allen Armstrong, Sioux City, Iowa; S. D. Beals, Omaha, Neb.; Mrs. M. A. Stone,* Milford, Conn., paid $10; Jas. Cruikshank,* Brooklyn, N. Y., paid $10; G. Videla Dorna, New York, N. Y., paid $20.

Life-Directors.—S. H. White,* Peoria, Ill.; W. F. Phelps,* Winona, Minn.

Donations.—J. B. Peaslee, Cincinnati, Ohio, $20; Alex. Forbes, Cleveland, Ohio, $20; J. H. Smart, Indianapolis, Ind., $10; Edward Olney, Ann Arbor, Mich., $10.

Subscriptions for Volume of 1875, *at* $1.00 *each.*—J. P. Wickersham, Harrisburg, Pa., 50 copies; S. H. White, Peoria, Ill., 20 copies; M. B. Sloan, Pittsburg, Pa., 401 Wood street, 5 copies, paid.

For Volume of 1876. W. T. Harris, St. Louis, Mo., 60 copies; J. P. Wickersham, Harrisburg, Pa., 50; W. F. Phelps, Winona, Minn., 25; M. A. Newell, Baltimore, Md., 25; J. H. Smart, Indianapolis, Ind., 25; Alex. Forbes, Cleveland, Ohio, 15; B. Mallon, ———, Ga., 10; M. B. Sloan, Pittsburg, Pa., 5.

Those names marked with an asterisk are of persons who were life-members on the old basis of a payment of ten dollars, and who have chosen to add ten dollars more and become life-members on the new basis. We shall be glad to make any corrections in this list that may be discovered. The tally was kept by the reporter of the Baltimore *Sun*. The amount marked paid agrees with the amount received, but we are not so sure that the credits are all given to the right persons. As the money will

be needed for immediate use in publishing the volume, it is hoped that remittances by check or postal order will be made as soon as possible by those who have not yet paid. Messrs. S. H. White and W. F. Phelps add $90 to their former payment, and thus become Life-Directors.

These pecuniary exercises were followed by addresses by G. Videla Dorna, of the Argentine Republic, the Hon. M. A. Newell, Prof. Shepherd, and the President of the Baltimore School Board. With a few fitting remarks from Prest. Phelps, and the singing of the long meter doxology, the Association adjourned *sine die*. The place and time of the next meeting will be decided by the Board of Directors. The places of meeting already mentioned are Denver, Louisville, Put-in-Bay, and Chicago.

One of the episodes of the meeting was the reception of the following telegram:—

PLYMOUTH, N. H., July 12, 1876.

To the National Educational Association:

The American Institute of Instruction, the oldest educational organization of America, sends cordial greetings to the National Educational Association, the largest. May the cordial relations now existing between the two bodies in this Centennial Year be continued through the dawning century. MAVERICK LYON, Prest.

This telegram was received a few minutes after the President had sent a telegram of greeting to Plymouth.

All the arrangements for the Baltimore meeting were characterized by completeness; the programme was unusually full, and there will be more than twenty papers to be published in the volume for 1876, which by a vote of the Association, must be put into the printer's hands within a month from the adjournment of the Association, thus making it possible to have the volume printed and bound by the middle of December.

M. A. Newell, of Maryland, was elected President, W. D. Henkle re-elected Secretary, and J. Ormond Wilson, of Washington, Treasurer.

BOOK NOTICES.

IN *Harper's School Geography* (Harper & Brothers, New York), we have everything that can make such a book attractive to the learner; convenient size, large, clear and well-marked type, appropriate and beautiful illustrations, and maps so artistically colored and lettered that "he may run that readeth." Two things especially deserve attention as peculiarities:—the union of physical and political geography not merely in the same volume but as alternating lessons, and the extreme care shown in the selection of the matter. A school geography should not be an encyclopedia; it is valuable in proportion to the quantity of matter that is judiciously left out, and the author has exercised his power of rejection

with rare judgment. One misleading question attracted our notice. "What river separates Maryland from Virginia:"—The ordinary answer is, "The Potomac." But the Potomac is wholly in Maryland from the North Branch to its mouth—the boundary line being low water mark on the Virginia side.—We hope this book will remain as it is at present without an Introduction and without a Sequel. The day for three-story Geographies is gone by. Children should not begin the study as a book-lesson till they can understand such a book as the one before us; and when they have mastered it, they know as much geography as they will be able to retain—perhaps more; at all events they have a good foundation on which by subsequent miscellaneous reading they may build as largely as they please.

Dr. Quackenbos's *Illustrated Lessons in our Language* (D. Appleton & Co.), is another outshoot of the prevailing disposition to substitute practical instructions in speaking and writing for the theoretical abstractions of the older grammars. We hope the fashion will spread till the "Grammar" is banished to the High School and the College, where it properly belongs. We learn to speak and write by speaking and writing, and not by memorizing definitions and rules for our guidance. "This little volume," says the author, "is the result of an earnest effort to teach young children in a natural and common sense way how to speak and write correctly." And the first lessons are without doubt addressed to "young children," but we must suppose the children to grow older very rapidly, or else to make very slow headway through the little volume, for on page 162 the young child is supposed to be capable of making such a criticism on the letter of a classmate as this: "The chief objection that I have to this composition is that it is tame. The description is not sufficiently vivid or particular to interest us in the scene or the persons, &c., &c." This indicates the only objection which we can see to the work. Either the beginning is too simple or the ending too difficult. By the way, do we use the words *animalculum*, *animalcula*, and if we do not, should they be given as illustrations of foreign plurals?

The Bible Word-Book, by William Swinton (Harper & Brothers) is a small quarto of 106 pages, which should be in the hands of every Sunday-school teacher; and indeed of every person who wishes to understand the phraseology of the Bible. Even those who think they need no help will find something to make them feel their ignorance. "Agree with thine *adversary* quickly." We are reminded that the word adversary is not used in the general sense of an antagonist, but in its specific sense of an opponent in a law suit. "*Alleging* that Christ must needs have suffered." *Alleging* here does not mean *hinting*, or asserting, but setting forth proofs, or proving by quotation. *Allow* means now-a-days to permit; but "ye *allow* the deeds of your fathers" means ye approve them. "Bravery" in the Bible means *finery*: *brave*, Scottice, *braw*, "a braw lassie." *Corn* in the Bible means wheat. So Jehoram "reigned in Jeru-

salem eight years, and departed without being *desired;* i. e. without being regretted: Latin, *desiderium.* "The voice of the Lord . . *discovereth* the forests"—uncovers, lays bare. "In *earing* time and in harvest thou shalt rest": *earing* is *ploughing.* "If any widow have children or *nephews*": "nephews" means grand-children. "Herod feared John . . . and *observed* him: "observed," treated him with respect. "God is no respecter of *persons.*" This does not mean that He does not respect individuals, but that he does not regard the part they act in life. Latin—*persona*, an actor's mask. "Ye shall deliver the *tale* of bricks";—the *tally*, that which is told off. Mr. Swinton says the word [tale] "occurs in one of Milton's poems, where it may have been misunderstood by many readers.

> And every shepherd tells his tale,
> Under the hawthorn in the dale.

This does not mean that every shepherd relates his story, but tells or counts his tally, that is, counts the number of his sheep." Masson, a very good authority, after pointing out that this interpretation was first proposed by Warton, on the suggestion of a friend, says: "It *may* be that Warton's reading is right, the rather because counting the sheep was a morning occupation for each shepherd, whereas, one can hardly fancy shepherds met under a hawthorn and telling stories to each other so early in the day. Still the other, and more popular and pleasing interpretation may be defended.

We have read with satisfaction the *First Lessons in Physics* by C. L. Hotze (the Central Publishing Company, St. Louis). It is evidently written by a teacher, and by a teacher whose business it is not to show how much he knows but how a little of his knowledge may be communicated to his pupils. It is objective in the best sense of that word, and will not only give much direct information of a useful kind, but will stimulate the learner to find out things for himself. The typography and the illustrations are not as good as the book deserves.

First Lessons in Physiology by the same author and publishers is a companion volume to the preceding. The subject is treated in the same way, but to our mind not quite so satisfactorily. In "common schools" we think that the description of organs, functions and processes should be made subservient to practical rules of living, and though we would not desire less Physiology than Mr. Hotze gives us, we would like a good deal more Hygiene.

We have received from Messrs. J. W. C. Dulany & Co. an improved "Scholar's Companion." It is a neatly Japanned metal tube to be used as a ruler; in one end the stopper is a pencil eraser, the other a sponge for cleaning slates. Within the tube can be carried pens, pencils, &c.

Also, a novelty, for which every one who uses steel pens has felt the need, a "Pen Extractor," made so that it can be fastened to the desk, and by a sufficiently strong lever giving power enough, pull the most obdurate

of rusty pens from its holder. Every one should have a "Pen Extractor," for it is powerful enough to draw the teeth of the younger ones as well as the pens of the elders.

A number of Books received at a date too late to permit the proper examination, remain on our table for review next month.

PUBLISHER'S DEPARTMENT.

We offer by club rates an easy opportunity for any one with a little industry to get a copy of Webster's Unabridged Dictionary *free.* For twenty subscribers at $1.25 each, we will send the one who sends the club a copy of Webster's Unabridged. The names need not all be to the same post-office. We think that such information as the Journal will contain in future on school matters, should be of interest to all, and therefore we will send a copy gratis to any teacher sending us four subscribers (not teachers) at $1.25 each. These are more liberal terms than are offered by any other periodical in the country.

As the Maryland School Journal is the only educational publication in the State, it is of exceptional value to advertisers. The circulation is large and daily increasing, and as it enters a field where it has no competitors, its merits must be apparent to all. Our Terms are moderate, and special attention is paid to the display of advertisements, for which a large assortment of job type offers great advantages.

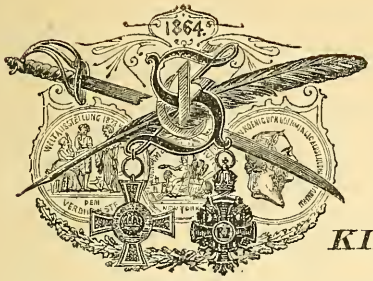
By special arrangements with the Publishers, we are able to offer *Lippincott's Magazine* and the Maryland School Journal, and either *Harper's Magazine* or *Bazar* and the Journal for $4.00 per year, the price that the subscriber would have to pay for *Lippincott's* or *Harper's* alone.

A number of old subscribers who will receive this, the first number of our new Volume, have not yet remitted their subscriptions for Vol. III, and we wish therefore to urge upon them the necessity for prompt attention to this duty.

Any teacher can get his copy of the Journal *free* by sending us nine of his co-workers as subscribers. To any teacher sending us nine subscribers, we will send one Volume of the Journal *free.*

We insure the receipt of all the Numbers of each Volume subscribed for, and upon proper information will gladly supply all deficiencies.

Subscribers will confer a favor by prompt notification of change of address; but be sure to give the old as well as the new address.



E. Steiger,

22 & 24 Frankfort St.,

New York,

has in press, and will shortly issue:

KIDDLE and SCHEM'S

CYCLOPÆDIA OF EDUCATION.

One volume of the style, size, and price of *Appleton's American Cyclopædia.*

This is the only work of the kind yet published in English; it is the only work in which Educational subjects, both general and particular ***(with special reference to the United States),*** are treated in a comprehensive manner, both theoretically and practically; including also a full body of statistics in every department. It is, therefore, the only complete reference book in the English language for all either engaged or interested in Education, but more especially for Americans.

For these reasons the *Cyclopædia of Education* will be indispensable to all Educational Institutions (Public, Parochical, and Private), to all Libraries, to Teachers and School Officers; it will be highly useful to Clergymen of all denominations and Sunday-School Teachers, to all persons interested in Education, to parents and the book-buying public in general.—The *Cyclopædia of Education,* although so comprehensive and valuable a work, will, by its moderate price, be placed within reach of all the above mentioned. They will be anxious to *see* and obtain the work and to them it is intended to submit it in a thorough and systematic manner, by ***Subscription Agents only.***

★ The commission allowed to Agents will be sufficiently large to afford liberal compensation for the most earnest efforts on their part; and the publisher has decided to give, wherever practicable, the ***exclusive benefit*** of this lucrative canvass ***to persons connected with schools.*** ★

One reliable, competent, and energetic Agent is wanted for every city, school district, or county; and ***application should be made immediately*** to the publisher for engagement.

Instruction in German made very easy.

AHN-HENN'S ***German Course is now complete,*** the Fourth German Book having just been issued.—This Course is so constructed that while the first parts of it (the *First* and *Second German Books*) are the ***easiest, best, and cheapest text-books*** for all beginners, the main difficulties of the language are clearly and fully treated for advanced pupils in the *Third* and *Fourth German Books.* This Series is even ***more complete than the bulky and difficult Grammars written for use in Colleges.***

Moreover, the AHN-HENN German Series is more completely provided with *Reading Charts, Readers,* and *Keys,* than any other; points which, combined with its cheapness, secure for it the strong preference of educators. The most satisfactory results in German instruction are reported from wherever the AHN-HENN Text-Books have been used: in Public Schools, Academies, Private and Parish Schools.

Specimen pages ***sent free,*** specimen copies for examination at half price; ***very liberal terms for introduction.***

Attention is also invited to AHN-HENN'S *French Series,* REFFELT'S *German Readers,* DOUAI'S *Rational Readers,* REFFELT'S *Arithmetics,* SCHEDLER'S *Globes* and *Relief Maps,* and to *Kindergarten Literature* and *Kindergarten Gifts.*—Catalogues mailed *free.*

Largest Stock of German Books and Periodicals in the United States.

Construction, Diction and Decorum of Correspondence.

HOW TO WRITE LETTERS.

A Text-Book for Schools, and a Reference Book for Private Use.

Showing the correct Structure, Composition, Punctuation, Formalities and Uses of the various kinds of LETTERS, NOTES and CARDS, including rules on Orthography, Capitals and Punctuation, and the uses, abuses and forms of Clerical, Civil, Political, Military, Naval, Social, &c., Titles and Addresses. By J. WILLIS WESTLAKE, A. M., Prof. English Literature, Penna. State Normal School—264 pages, cloth, $1.00; fine gilt, $1.50. Sent post-paid on receipt of price. Special rates for schools in quantities.

ANOTHER EDUCATIONAL ADVANCE.

LLOYD'S

LITERATURE FOR LITTLE FOLKS.

Boards, 50 Cents. Cloth, 75 Cents.

FIRST STEPS IN THINGS, THOUGHTS, WORDS, SENTENCES AND CHILD-LITERATURE.

—BEING—

Select Gems from Standard Authors, and Easy Lessons in Composition.

By ELIZABETH LLOYD, M. S.

ALWAYS KEPT AHEAD!

BROOKS' UNRIVALLED SERIES

—OF—

ARITHMETIC, ALGEBRA AND GEOMETRY.

The Best for Schools and the most Practical for Business.

Primary, 25.	New Mental, 38.	Algebra, $1.25.	Geometry and Trigonometry,	$1.25
Elementary, 50.	Written, 95.	Geometry, 84.		

NORMAL HIGHER ARITHMETIC (just out), $1.38.

BROOKS' NORMAL MATHEMATICAL SERIES has stood the practical test of CLASS USE triumphantly in hundreds of cities and towns, and thousands of country schools.

From Prof. JOSEPH W. WILSON, A. M., *Prof. Practical Mathematics, Philadelphia High School, Pa*:—"I consider Prof. Brooks' Series the best published."

From Prof. J. BALDWIN, A. M., *President Kirksville Normal School, Mo.*:—"BROOKS' NORMAL MATHEMATICS are, deservedly, recognized as among the best."

From Prof. J. T. GREGG, *Sup't. Salem City, Oregon*:—"Decidedly and unquestionably *the best I ever saw*.—Must be studied to be appreciated."

Raub's Normal Spellers 25, 38	Fewsmith's Grammars - - - 45, 65,
Pelton's Outline Maps - $25	Peterson's Familiar Sciences 80, $1.60.

☞ Full Catalogues of SOWER, POTTS & CO'S PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,

530 Market St., Philadelphia.

THE ECLECTIC GEOGRAPHIES

ARE USED IN THE SCHOOLS OF

Over 300 Cities and Towns in Ohio.

What the Superintendents and Principals say of the Eclectic Geographies:—

Sup't ALSTON ELLIS, Hamilton:—"They have been used in our schools since 1872 with remarkable success. In no instance have they failed to give **full satisfaction.**"

Sup't E. F. MOULTON, Oberlin:—"Our pupils seem to have a **more intelligent understanding of the subject** than when they have studied it in other books. I think there are two reasons for this: 1st. The arrangement of the books is very systematic, having the proper matter in the proper place. 2d. Everything is presented in a clear, concise and interesting manner. I might add another reason—that the **teachers are able to understand it,** and so are able to teach the subject intelligently."

J. W. MEANS, Prin., Christiansburg:—"No book has ever rendered such decided proofs of **thoroughness, completeness and superior merit.**"

Sup't C. F. PALMER, Findlay:—"They are divested of all superfluous matter, and contain only what the pupil should learn. The system of Map Drawing is clear and simple, and **we obtain excellent results without subordinating everything else** as is sometimes necessary."

Sup't W. W. ROSS, Fremont:—"They are especially commendable in that **they pursue the natural order of the subject.**"

Sup't H. B. FURNESS, Tiffin:—"They are highly esteemed by our teachers, who believe they are **doing better work** in Geography than ever before."

J. A. SLONEKER, Prin., Trenton:—"The Eclectic Geographies give satisfaction in every particular. I teach Geography by the **topic method,** and have seen no Geography that excels the Eclectic for this purpose."

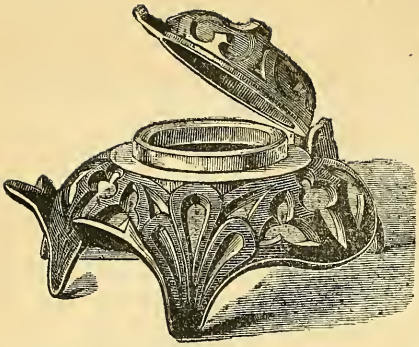
Sup't JOS. F. LUKENS, Wooster:—"They stand the test of the school room. **The best results attend their use.** The system of Map Drawing is practical, and the results are good maps and increased interest in the study."

Sup't W. R. WEAN, Wellington:—"**No change in school books could be fraught with greater or better results.**"

Pres't DIXON, Willoughby College:—"I think the author has discovered and presented to us the **true method of most successfully teaching this science.**"

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

J. W. BOND & CO., Baltimore.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

—:—

JAS. M. GARNETT, LL.D., Principal.

—:—

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF

GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

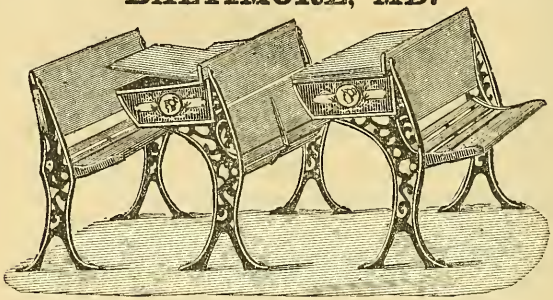
SOPER'S
PATENT SCHOOL DESKS,

MANUFACTURED BY

CHAS. P. STEVENS,

No. 3 South Calvert Street,

BALTIMORE, MD.



SOPER'S PATENT SCHOOL DESKS

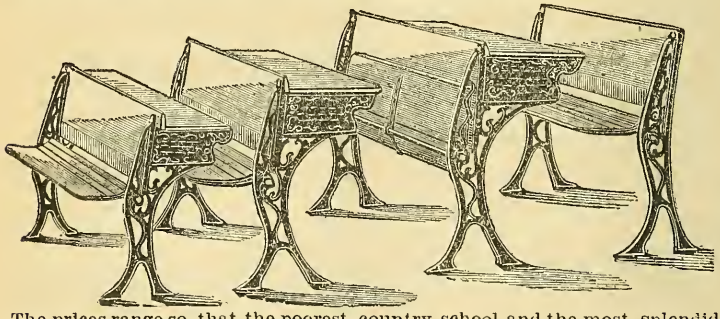
WITH FOLDING CURVED SEATS,

Are no longer AN EXPERIMENT, but have become an established success in hundreds of Private and Public Schools. For durability, economy, comfort, health, convenience and beauty, they are absolutely unrivalled.

They are constructed upon perfect physiological principles, the back of the pupil being correctly supported, while the curved seat greatly contributes to his comfort.

The Folding Seats open an aisle between each row of Desks, promoting the comfort of pupils and securing better opportunity for cleaning the schoolroom.

The castings are very strong and of neat design. The Desks are made of thoroughly seasoned lumber, by the best cabinet-makers.



The prices range so that the poorest country school and the most splendid college can be suited.

FULL PARTICULARS or CATALOGUE sent free on application. WRITE FOR ONE.

BEFORE BUYING OTHER DESKS, LET ME MAKE AN ESTIMATE FOR YOU.

CHARLES P. STEVENS,

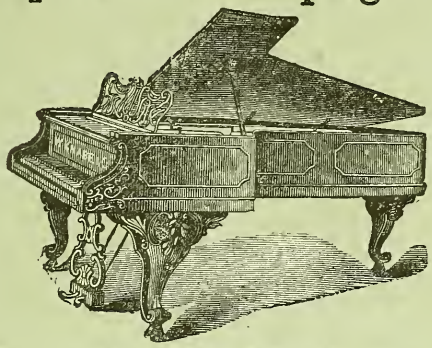
MANUFACTURER OF CABINET AND SCHOOL FURNITURE,

No. 3 S. CALVERT ST., BALTIMORE.

KNABE

Grand, Square and Upright Pianos.

THE BEST



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

PROF. WALTER SMITH'S

SYSTEM OF DRAWING,

Cards, Books, Manuals and Models for Examination and Sale at the

MARYLAND AGENCY, 332 West Baltimore Street,

Near Howard.

Teachers and Educators generally are invited to call and examine the System. It is now successfully used in the following places:

Boston,	Springfield.	Chicago,	Providence, R. I.
Concord, N. H.	Detroit, Mich.	Lowell.	Augusta, Me.
Milwaukee, Wis.	Lawrence.	Lewiston, Me.	Minneapolis, Minn.
Newton.	Natick.	Indianapolis, Ind.	Taunton.
Gloucester.	St. Louis, Mo.	Somerville.	Pittsfield.
San Francisco, Cal.	Worcester.	Haverhill.	Washington, D. C.
Cambridge.	Syracuse.	Newport, R. I.	Waltham.
Rochester.	Auburn, N. Y.	Dedham.	Pittsburg, Penn.
Sandusky, Ohio.	Fall River.	Alleghany, Penn.	Lewiston, Me.
New Bedford.	Columbus, O.	Baltimore.	Fitchburg.
Toledo.	Binghamton, N. Y.		Scranton, Pa.

The course has also been placed on the list of text-books adopted for use in the public schools in New York City and Brooklyn.

SPECIAL PRICES GIVEN FOR INTRODUCTORY SUPPLIES.

WM. J. C. DULANY & CO.,

BOOKSELLERS, AND AGENTS FOR L. PRANG & CO., PUBLISHERS.

ECLECTIC EDUCATIONAL SERIES.

The Best Books at the Lowest Prices.

McGuffey's Readers and Speller
Ray's Series of Arithmetics
Ray's New Algebras
Ray's Higher Mathematics
Eclectic Series of Geographies
Eclectic System of Penmanship
Venables U. S. History
Brown's Physiology and Hygiene

Harvey's Graded-School Readers
Harvey's Graded-School Speller
Harvey's Language Lessons
Harvey's Ele. and English Grammars
White's Graded-School Arithmetics
Schuyler's Complete Algebra
Schuyler's Elements of Geometry
Schuyler's Trig. and Mensuration

&c., &c., &c.

The Publishers invite special attention to the following

NEW TEXT-BOOKS and BOOKS for TEACHERS' USE:

The Prices quoted are: **I.** REGULAR RETAIL PRICE. **II.** INTRODUCTION PRICE—For first introduction into schools where not already in use. **III.** EXCHANGE PRICE (*one-half retail price*)—For first introduction into schools in exchange for the corresponding old books of other series in use in the schools.

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, to teachers or school officers, on receipt of the Introduction Price.

	I.	II.	III.
WHITE'S MANUAL OF ARITHMETIC (**Just Published**) containing Suggestions, Methods of Teaching, Models of Analysis, and Illustrative Solutions of Problems. Full Cloth	$1.00	$1.00	
SCHUYLER'S ELEMENTS OF GEOMETRY	1.50	1.13	
SCHUYLER'S TRIGONOMETRY AND MENSURATION	1.50	1.13	
RAY'S DIFFERENTIAL AND INTEGRAL CALCULUS	2.25	1.69	
RAY'S SURVEYING AND NAVIGATION	2.25	1.69	
HARVEY'S LANGUAGE LESSONS	.30	.22	.15
HEPBURN'S ENGLISH RHETORIC	1.25	.94	.63
THALHEIMER'S HISTORY OF ENGLAND	1.50	1.13	
NORTON'S ELEMENTS OF PHYSICS	1.15	.84	.58
GOW'S GOOD MORALS AND GENTLE MANNERS	1.25	.94	
DUFFET'S FRENCH LITERATURE	1.00	.75	
KRUSI'S LIFE OF PESTALOZZI	2.25	2.25	
HAILMAN'S KINDERGARTEN CULTURE	.75	.75	
HAILMAN'S LECTURES ON HISTORY OF PEDAGOGY	.75	.75	
THE EXAMINER, OR TEACHER'S AID	.50	.50	
SMART'S MANUAL OF FREE GYMNASTICS	.20	.20	
OBJECT LESSONS, BY LILIENTHAL AND ALLYN	.25	.25	
PAYNE'S SCHOOL SUPERVISION	1.25	1.25	

(A number of the Blank Forms and Reports recommended in PAYNE'S SCHOOL SUPERVISION have been published separately for the use of Teachers, Principals and Superintendent. Send for descriptive circular and price-list.)

PUBLISHED BY

WILSON, HINKLE & CO., - Cincinnati and New York.

J. W. BOND & CO., - Baltimore.

Vol. III. October, 1876. No. 2.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE
Professor Huxley on "University Education	457
Conservation of Force	462
The Demands of the Coming Century on the American Common School. By Rev. A. D. Mayo.	463
Limited Compass of the Child's Powers	470
Zoology	472
School-Room Decorations	476
Health in Schools.	478
Rules for Reading	482
American Colleges vs. American Science. By F. W. Clark, S. B.	484
Editorial Department:	
Death of Mrs. Mary Borgman	491
Projects	492
The Schools	493
School Bonds	493
Allegany County Schools	493
The Kindergarten	493
Missouri Normal Schools	493
Postal Cards	494
Carroll County Teachers' Institute	494
Book Notices	494

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:
PRINTED BY KELLY, PIET & CO.,
No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.

The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.

Creery's Grammar School Spelling Book.....60 Cents,

Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.

Newell & Creery's Second Reader..... 50 Cents.

Newell & Creery's Third Reader..... 75 Cents.

Newell & Creery's Fourth Reader..... 90 Cents.

Newell & Creery's Fifth Reader..... $1.25.

Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing conld be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History. with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.
Each.....20 Cents.

Kerney's Catechism U. S. History.....25 Cents.

Kerney's Catechism Sacred History.....25 Cents.

Wilson's History of American Revolution..... $1.50

History of France..... $1.75.

Manual of Catholic Church History..... $1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.

Historia Sacræ..... 50 Cents.

Phaedrus.....50 Cents.

Ovid, Part 1.....50 Cents. **Part 2**..... 75 Cents.

DeGournay's First Steps in French.....60 Cents.

Fables de la Fontaine.....75 Cents.

Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.

Louage, Moral Philosophy..... $1.50.

The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.

Weekly Report Books for Schools, per dozen..... $1.25.

Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.
Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,

174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. OCTOBER, 1876. No. 2.

PROFESSOR HUXLEY ON "UNIVERSITY EDUCATION."

On the anniversary of the birthday of Washington, the Trustees of the Johns Hopkins University introduced to the public and formally installed in office the President of their choice, and the sponsor on the occasion was President Eliot, of Harvard. On the anniversary of the battle of North Point the inaugural lecture of the University was delivered, and the spokesman was Professor Huxley, of London. It would be too fanciful to imagine that in the choice of the days the Trustees were guided by anything but convenience; but some significance must be attached to the selection of the speakers; the one the representative of all that is oldest and most conservative in American scholarship, the other the advocate of all that is newest and most radical in English educational ideas; the one declaring in express terms that "the public school system depends upon the institutions of higher education"; the other no less clearly, though inferentially, that the University depends on the elementary school,—("the foundations of the University are laid in the school"); the one keeping up a formidable barrier before the college gates which not less than seven years of special training would enable a young man to overleap, the other pronouncing "against any absolute and defined preliminary examination," and maintaining that "the

University should be made accessible to every one who can take advantage of it." Shall we conclude that the Trustees have devised a plan by which these seeming contradictions can be reconciled, and the advantages of two opposing schemes combined in one; or must we suppose that they are still halting between two opinions, amiably disposed to become all things to all men, and trusting to time and the logic of events to smooth over the difficulties which a strong will and a resolute adherence to a predetermined plan would have encountered at the outset?

Professor Huxley was listened to with great attention and evident sympathy by the vast audience of intellectual men and women who filled the Academy of Music on the morning of the 12th of September. Without any marked peculiarities either as a thinker or as a speaker, not piling up facts with the judicial impartiality of Darwin until the facts shaped themselves, without any apparent agency of his, into an unspoken syllogism; not arguing from facts like Tyndal, and combining the results of observation, logic and fancy into one luminous theory; Mr. Huxley simply presented himself to his audience as an expert might do to a jury, and gave them not facts, not arguments, but simply opinions. Not in words, but in manner, and in the simplest and most unobtrusive manner, he seemed to say, "I have made a life-study of these matters, I have thought them out for myself, calmly, patiently, clearly; I have tested my conclusions by observation and experiments, and here are the net results. The processes and the arguments I can not enter into."

We proceed to state very briefly a few of the most striking points in the lecture—some of them elaborated by the speaker, and others only hinted at.

1. A boy may be prepared to enter the University at the age of fifteen or sixteen.

2. At that age, under a good system of elementary education,* a boy should have learned to read and write his own

*By *elementary education* and *primary education* throughout his lecture, Mr. Huxley evidently means all that is included in our Primary, Grammar, and High Schools.

language with ease and accuracy, he should have become acquainted with the history of his own country and the great laws of social existence; he should have acquired the rudiments of physical science and a fair knowledge of elementary arithmetic and geometry; and he should have obtained an acquaintance with logic, not by precept but by example, and with the elements of music and drawing, not in the way of work but of pleasure.

3. The acquisitions named constitute the beginning of a liberal education, and no more is needed as preparation for University study.

4. The University need cover no ground foreign to that occupied by the elementary school. The University can add no new departments of knowledge; it can only intensify and specialize the instruction in each department.

5. The primary school and the University are the "Alpha" and "Omega" of education. Whether intermediate schools should exist is simply a question of practical convenience.

6. The time and opportunities of the University should not be wasted in conferring such elementary instruction as can be obtained elsewhere; but the higher instruction of the University should be made accessible to every one who can take advantage of it, although he may not have been able to go through any very extended course of education.

7. No student can pass through the whole of the series of courses of instruction offered by the University. If a degree is to be conferred it must be given on the ground of proficiency in a certain fraction of those studies.

8. All knowledge is good, but to know a little well one must be content to be ignorant of a great deal.

9. The instruction given in medical colleges covers too much ground.

10. Students should enter a medical college with a fair knowledge of elementary physics, chemistry and physiology, and our elementary schools should supply this knowledge.

11. Botany, Zoology, and Materia Medica may be removed from the curriculum of the medical college.

12. The University has two great purposes—to distribute the knowledge already accumulated, and to increase the stock of knowledge. The highest function of the University is to seek out those men who can add to the store of knowledge, to cherish them and give their ability full play.

13. Original investigation is best carried on by those who have the responsibilities of instruction.

14. What is wanted at present is a working University, not a palatial pile of buildings. We should build only for use now; a century later, perhaps, architectural adornments can be added.

15. The existing method of filling vacancies in the Board of Trustees—the Board filling all vacancies at its own discretion—is a "tempting of Providence." The academic staff should be represented officially in the Board; perhaps the heads of one or two independent learned bodies should also be made members.

The last brilliant paragraph of the lecture defies abridgment and we give it entire:

"I constantly hear Americans speak of the charm which our old mother country has for them, of the delight with which they wander through the streets of ancient towns, or climb on battlements of medieval strongholds, the names of which are indissolubly associated with the great epochs of that noble literature which is our common inheritance, or with the blood-stained steps of that secular progress by which the descendants of the savage Britons and the wild pirates of the North Sea have become converted into warriors of order and champions of peaceful freedom, exhausting what still remains of the old Berserk spirit in subduing nature, and turning the wilderness into a garden. But anticipation has no less charm than retrospect; and to an Englishman landing upon your shores for the first time, traveling for hundreds of miles through strings of great and well-ordered cities, seeing your enormous actual, and almost infinite potential, wealth in all commodities, and in the energy and ability which turn wealth

to account, there is something sublime in the vista of the future. Do not suppose that I am pandering to what is commonly understood by national pride. I cannot say that I am in the slightest degree impressed by your bigness, or your material resources as such. Size is not grandeur, and territory does not make a nation. The great issue, about which hangs a true sublimity and the terror of overhanging fate, is what are you going to do with all these things? What is to be the end to which these are to be the means? You are making a novel experiment in politics on the greatest scale which the world has yet seen. Forty millions at your first centenary! It is reasonably to be expected that at the second these States will be occupied by two hundred millions of English-speaking people, spread over an area as large as that of Europe, and with climates and interests as diverse as those of Spain and Scandinavia, England and Russia. You and your descendants have to ascertain whether this great mass will hold together under the forms of a republic, and the despotic reality of universal suffrage; whether State rights will hold out against centralization without separation; whether centralization will get the better without actual or disguised monarchy; whether shifting corruption is better than a permanent bureaucracy; and as population thickens in your great cities, and the pressure of want is felt, the gaunt spectre of pauperism will stalk among you, and communism and socialism will claim to be heard. Truly America has a great future before her; great in toil, in care and in responsibility; great in true glory if she be guided in wisdom and righteousness; great in shame if she fail. I cannot understand why other nations should envy you, or fail to see that it is for the highest interests of mankind that you should succeed; but the one condition of success, your sole safeguard, is the moral worth and intellectual clearness of the individual citizen. Education cannot give these, but it can cherish them and bring them to the front in whatever station of society they are to be found, and the universities ought to be and may be the fortresses of the higher life of the nation.

May the University which commences its practical activity to-morrow abundantly fulfill its high purpose; may its renown as a seat of true learning, a centre of free inquiry, a focus of intellectual light, increase year by year until men wander hither from all parts of the earth, as of old they sought Bologna or Paris or Oxford; and it is pleasant to me to fancy that among the English students who are drawn to you on that day there may linger a dim tradition that a countryman of theirs was permitted to address you as he has done to-day, and to feel as if your cause were his cause and your success his joy."

CONSERVATION OF FORCE.

"There is nothing new under the Sun." That which Solomon declared, generation after generation has echoed and believed. In the beginning, God made once the Heaven and Earth, the Sea, and all that in them is, and left them alone; since then there has been nothing created, nor can there be anything destroyed. No force that has been in existence since the world began has been lost or diminished. A force, when working, always produces an equivalent effect; for instance, I expend an amount of energy or force in rubbing a brass button. That force is then lost to me; I am weaker than I was before the operation, but the force is not diminished, it has only gone from me and has been transformed into heat, and the heat so formed is proportional to the force expended. And this Conservation of Energy is true of our school work. We are to transmit to our pupils that which has been transmitted to us, or that which is the outgrowth of our own souls. Our knowledge or wisdom is Energy, which we areto convert into a power of the child, and if we give him what he is capable of receiving, our teaching will be right. How often do we think "I have worked hard all day, yet no one has been benefited—this day has been lost." O, what unbelievers we are! Nothing is ever lost; the work we have done, the energy we have used,

has been converted into some other force which will, in its turn, bless some one else. Perhaps some of our work went to feed our own weak souls, and strengthen our patience. There is no need of putting wrinkles in our brows by needless worry. If we do the right kind of work, the right results will follow; but we must be sure that it is the right kind, or else our children may well complain, as did the Israelites of old when the Egyptians bade them make bricks, but furnished no straw.

A. C.

THE DEMANDS OF THE COMING CENTURY ON THE AMERICAN COMMON SCHOOL.

BY REV. A. D. MAYO.

[An address delivered before the National Association of Teachers, at Baltimore, Md., July 10, 1876.]

[*Concluded.*]

But just here appears that rare and reconciling popular Common Sense which reaches a decision in the wisest way. There are great difficulties to overcome before every grade of education shall be as free as the air and light to every American child. First, The vast majority of children can scarcely remain in school five years, and no compulsory law can help the matter. Second, As our civilization expands, the division in labor will compel a greater complexity in our school systems, and this will increase the burden on the people. Third, There is still a gulf of separation between the people's high school and the ordinary college, with no great effort in the latter to bridge the chasm.

But these seemingly insurmountable obstacles are being overcome. The lack of time in the average child will compel the introduction of more radical methods of instruction. The majority of American children have time to be awakened to the love of knowledge; for the training of the faculties by which

knowledge is acquired, and for an introduction to the elements of that circle of studies which will fit them for life as worker, citizen, and man. A youth dismissed from a school, after five years faithful training in the best methods, is able to learn a trade, use the public library, the newspaper, the platform, and the pulpit, and grow up into an intelligent citizen, competent for any duty ahead.

The growing expensiveness of our higher schools is being met by munificent private donations of large-minded friends of education. Our public libraries, schools of art, of mechanical and normal instruction, are built up on the double foundations of private beneficence and public aid. This common-sense way of calling in the State Hercules only to give the final lift, has carried us safely over what might have been an ugly conflict in our system. The great need, to-day, is that our wealthy people should direct their attention to these institutions for secondary education, and by generous and judicious endowment so anchor this side of the people's school, that neither the squabbles of political parties, nor the poverty of the people shall wreck this precious interest.

The people will finally insist that the university system of our country shall make a fair and square connection with the schools in which the intelligent mass of American children are educated, and especially that the best methods of instruction shall be accepted in the higher, as they now are in the lower grades of school life. The second-class American college is now the hiding place of a pedantic and obstinate pedagogy which scorns suggestions of improvement, and hugs its dreary curriculum of badly-taught classic and mathematical lore like a fetish. "The higher education" means essentially the highest way of teaching all things, and our universities must meet the people half way in their effort to exalt the entire culture of the republic.

3. The chronic chafing between the teachers and the committees and superintendents will be overcome in the future; first, by raising the standard of teaching ability to the point

that there shall be, in every community, a class of professional teachers entitled to weighty opinions on school affairs; and, second, by placing on these boards of direction a fair representation of the most competent men and women to direct in school affairs. Of all people, the common-school teacher should be given sea-room to manœuver his fleet, unvexed by teasing and microscopic supervision. Still no professional class in America is wise enough to be trusted with the sole responsibility of the school training of the American children. The most important feature of our national school is its perpetual supervision by the representatives of the whole people, and only thus can it be kept out of the ruts of scholastic pedantry, on the highway of that broad culture which shapes the men and women the republic demands.

4. The "religious question" will not destroy the American school, because our people will obstinately refuse to be switched off "the straight and narrow way" in which they have always walked, to fly into a national debating society on Christian or anti-Christian creeds. The American people always meant just what it now means by "religion in the school:" *the instruction in common Christian morals and training in character which will fit the child for American citizenship.* And the only practical question in this matter is: Who shall decide what style and amount of moral instruction and discipline is essential to honorable American citizenship? The ecclesiastical dignitaries, who are trying to divide the school fund, virtually say: "The clergy of a dozen sects shall decide, each for their own disciples, what that instruction and discipline shall be." This would make the clergy a nest of ecclesiastical "rings" to manage the school-life of the children. But the American people profess to be competent to decide what style and amount of moral instruction and discipline is essential to good citizenship; and that they propose alone to pay for and will officially enforce in all public schools, from the kindergarten to the universities. So far the people have taught and enforced a school discipline founded on the Christian ideal; implying a

common belief in God, the moral obligation, spirituality and immortality of man, which underlies our whole scheme of government and society. There are no indications that this radical notion of morality and the discipline of youth will change during the coming century. And certainly, if anybody has a "divine right" to say what shall be taught and enforced as public morality in the national school-room, it is the people who, under God, made the country by their toil, their treasure, and their bloody sacrifice. And the pretense that the sovereign people is bound to vacate this post of moral judgment in behalf of any class is a claim that would split this nation into as many atoms as there are stubborn people on the soil.

And equally determined are the people that the children shall be educated with as little wear and tear to the parental conscience as is consistent with the rights of the public conscience in the premises. They will use the Bible in the schools as a help to moral discipline, not as a horn-book of theology. They will hold teachers to a wise use of their privilege of instruction in moral duties;—especially will insist on that elevation of character in the teacher which all day long preaches louder than the holiest words. By all persuasive acts and methods of instruction; by music and Christian manners, will they strive to wrestle with the old Adam in Young America. And especially will they insist that the discipline of the school, which is the chief factor in its moral instruction, shall be revised perpetually in the direction of the law of love that rules the universe of souls. A Christian bear of a schoolmaster, or a pious virago of a mistress, who alternately prays for and thrashes this little community, does not form the American ideal of religion in the school; but a teacher and a code of laws and government which are the sweet out-come of a life of love to God and love to man. If this is "secularism," the American school will be secular. If "secularism in schools" means that a little squad of people, who believe in nothing that anybody else calls religion, shall have the power to forbid the United States of America teaching and enforcing Christian

morality, and to brush the Holy Bible, of all books on earth, from the teacher's desk, it will not be accepted. Surely, standing as we do, amid the public and private scandals of this centennial year, this National Association of Teachers, with no uncertain voice, should demand that the national school shall forever be kept the training school of the loftiest type of American character in American youth.

So far, the work before us is a work of preservation of the results of the past. But no republican institution can be essentially preserved without perpetual effort for its expansion and reform. The conservation of the common school does not mean the rearing of a system of Dutch dykes to keep out the sea, and save a garden land already reclaimed from a deluge. Rather does it mean the deepening of the channels, and the opening of the mouths of a Mississippi that, from the Gulf to the remotest log cabin in the mountains, every dweller upon its banks shall feel a new thrill of life, and the grandest latent energies of the whole people be summoned to "have free course, run, and be glorified" through the century to come.

1. The first onward step is to actually plant an elementary school of the most approved modern type in every neighborhood in the Union. This will demand thousands of new establishments in neglected regions, and the wholesale regeneration of the country district school through vast areas of the older States. Nothing would so freshen the neglected rural life in the North, and control the terrible mania for herding in our new and crude cities, as a superior elementary school in every district. For out of each of these little fountains of intelligence and patriotism would flow a pure stream of living water to refresh our private and public life. How far we can use the continental compulsory system to bring the multitudes of untaught children into these, or any schools, is difficult to say. We Americans have a wholesome suspicion of a civilization pricked in by the bayonet; but we have a greater respect for a strong public opinion, than any people on the face of the earth. All the truant officers in Christendom might chase young Jona-

than from pillar to post in vain, while a public opinion that would search his father's house like a keen north wind, would bring him to his bearings, and make him a man. Every right-minded man and woman, in every community, should now insist on the best possible elementary schools; frown upon the public stinginess, the family, church, or caucus-ring that threaten it; and make it uncomfortable for any foe of the children's birthright to live anywhere on this continent.

2. The second step onward is the establishment of an effective system for training teachers for these elementary schools. Notwithstanding our useful State system of normal seminaries, the vast majority of teachers have not even the aid of an occasional swelter in an August vacation school "institute"; too often only an educational picnic. Any system that proposes to train teachers for elementary schools, must be mortised into the educational system of the locality, grow out of and be fed by the higher grades of grammar or high schools, and relieve our young women from the expense of residing away from home. A training school in every village, with the best teacher for principal, and a primary room for a "practice school," is perfectly feasible. Every college should establish a course in pedagogy, in which young men and young women can be reclaimed from the abstract moods of university training, and introduced to the human nature they will find in the high-school classes they now attempt to teach. A course of study is only a creed, and the teacher its prophet; and unless the prophet is the creed incarnate, the people, great and little, in church and school-house, will not be saved.

3. The educated people in every State should demand an official supervision of schools, that will bring every teacher who handles the money of the Commonwealth to face a well-defined examination, directly or indirectly overlooked by a board of state inspectors. The same board should cover the State with a careful supervision of school work, and refuse public aid to every locality that shirks its duty. One of our worst school abuses is to levy a State school tax on our cities, to be distri-

buted among a thousand neighborhoods, that go on in perfectly irresponsible ways, often wasting money for that which is not a school in any real sense. Supervision is the backbone of every system of schools, and never was a national system of instruction so weak in the spinal column as the American system to-day.

4. And the coming century will complete that system of beneficent oversight of the common school which was contemplated by Washington, and has waited, like many another far-sighted ideal of the last century, to be sprouted in the present department of education at Washington. In the present healthy rage for economy, it might be well to establish one more "committee of investigation," to inform the people how the various States are using the enormous educational endowments bestowed from time to time by Congress; and hold those who have wasted them to a strict account. *Of all stealing in American politics, that which filches the children's bread to throw to the political dogs is the most intolerable.* And it would seem no stretch of natural prerogative, to insist that every State should secure to every child the opportunity of a free elementary education; else an invasion of barbarism more deadly than the horde of ancient Gauls that stormed into the Roman Senate, in an hour we know not, may astonish the world.

5. And, finally, the national government should amplify its present "Bureau of Instruction," and make it the Educational Clearing-House of the Republic, the place where every man can go to learn the actual state of Education in America, and be put at once in contact with the educational systems and authorities abroad. And, instead of another half-endowed and struggling college at Washington, the government should make haste to repair the grievous injustice that for seventy years has refused to the national Capital the grant of public-school lands bestowed on the most remote and barren territory. With such timely aid, we might behold in Washington, the real National University, a system of model schools of every grade, from primary to collegiate, technical and artistic, each the best of its

kind, a perpetual instructor to the South and the far West, where every observer from foreign lands might behold, in miniature, the American way of making American citizens out of "all orders and conditions of men." Then when the nation has fully assured the education of every child, will the brow of the statue of Liberty that crowns the capitol kindle with the flash of a new sunrise that shall chase the darkness from every hiding-place of ignorance, superstition, and sin, and reveal the new Republic as that blessed "nation whose God is the Lord."

LIMITED COMPASS OF THE CHILD'S POWERS.

The child has active powers, and the effort of the teacher is to develop and discipline them. But there is another fact beyond this which should be kept in mind, through all that effort. That is, that the child's powers have their distinctive compass, and that it is always limited. This limitation cannot be overlooked or disregarded, without risk of doing the child a grievous wrong. Either things will lack a shrewd adaptation to his capacities and wants, or he will be overtasked, or he will be too harshly judged.

For example, how restricted, as the general rule, is the child's moral sense in its grasp or compass! Under his eager curiosity and acquisitiveness, how feeble is his sense of the right of property! With his impulsiveness and want of forecast as to consequences, how often is he naturally wanting in a feeling of the wrong he has committed! Hence, it is easy to see that, in the mind of the teacher, his wrong-doing should be regarded as an error, rather than a crime; it is a thing to be corrected, rather than punished; and under proper effort at amendment, to be forgiven and forgotten, rather than remembered.

So, too, his mental powers are restricted in their compass. He has great capacity for spontaneous and unregulated thought, but not for that which is controlled for a scholastic purpose. The close and sustained application of mind to a study which

is within the power of the mature man, is wholly foreign to his nature. His observation is quick and sharp, but not broad and systematic. His judgments are quick, and sometimes curiously acute, but they are wanting in comprehensiveness and solidity. Hence the necessity for great care in the presentation of truth to his mind, and cool moderation in the demands made upon his power of attention and application.

A similar limitation marks the compass of his vocal power. This is so much more apparent, that it is wonderful that it should be so often overlooked. It is true the child has great power for making noise with his voice, but it is only for sudden and brief efforts. He has nothing like the same capacity for sustained and regulated vocal action. In singing, especially, the compass and power of his voice are limited. In the scale, he is rarely able to go outside of the lines of the staff,—or below E and above F,—without an unnatural strain of the voice; and as to volume and force, they are not inthe province of the child's voice. Hence, it is not only absurd, but cruel. to press as so many do the "sing louder, sing *louder*" mandate, The soft, the sweet, the flute-like quality, is the quality to be cultivated in the child's voice; for the first *lustrum*, solely; and for the next, only a fuller and rounder sweetness. Never, until the voice has changed and reached its full establishment, should sharp force or great power be insisted upon.

The same law of limitation holds good with regard to the general muscular or nervous power of children. For a certain brief period they can make sharp exertion. But it must after all be light, and be followed either by quick alternations or speedy reaction. The child is not adapted to a steady strain or a heavy effort; and it is painful to see how often this fact is overlooked, especially among the children of the laboring classes. Lasting infirmities are, more often than people think, induced by the inconsiderate overtasking of children, in the effort to make them helpful and industrious. Whoever has to deal with the instruction or employment of children, should understand well the compass of their powers.—*N. E. Journal of Education.*

ZOOLOGY—ITS DEFINITIONS AND PLACE AMONG THE SCIENCES.

The province of Natural History is to describe, compare and classify natural objects. These objects have been divided into the "organic" and the "inorganic," or those which are, and those which are not, the products of life. *Biology* is the science of the former, and *Mineralogy* the science of the latter. Biology again separates into *Botany*, or the Natural History of plants, and *Zoology*, or the Natural History of animals; while Mineralogy divides into *Mineralogy proper*, the science of mineral species, and *Lithology*, the science of mineral aggregates or rocks. *Geology* is that comprehensive knowledge of the earth's structure and development which rests on the whole doctrine of Natural History.

If we examine a piece of chalk, and determine its physical and chemical characters, its mode of occurrence and its uses, so as to distinguish it from all other forms of matter, we have its Mineralogy. But chalk occurs in vast natural beds: the examination of these masses—their origin, structure, position, and relation to other rocks—is the work of the Lithologist. Further, we observe that while chalk and marble are chemically alike, they widely differ in another respect. Grinding a piece of chalk so thin that we can see through it, and putting it under a microscope, we find imbedded in it innumerable bodies, about the hundredth of an inch in diameter, having a well defined, symmetrical shape, and chambered like a Nautilus. We can not say these are accidental aggregations, nor are they crystals: if the oyster-shell is formed by an oyster, these also must be the products of life. Indeed the dredge brings up similar microscopic skeletons from the bottom of the Atlantic. So we conclude that chalk is but the dried mud of an ancient sea, the cemetery of countless animalcules that lived and died long ago. The consideration of their fossil remains belongs to *Paleontology*, or that part of Biology which describes the relics of ex-

tinct forms of life. To study the stratigraphical position of the chalk-bed, and by the aid of its Paleontology to determine its age and part in the world's history, is the business of Geology.

Of all the sciences Zoology is the most extensive. Its field is a world of varied forms—hundreds of thousands in number. To determine their origin and development, their structure, habits, distribution, and mutual relations, is the work of the Zoologist. But so many and far reaching are the aspects under which the animal creation may be contemplated, that the general science is beyond the grasp of any single person. Special departments have, therefore, arisen; and Zoology in its comprehensive sense, is the combined result of the labors of many workers, each in his own line of research.

Structural Zoology treats of the organization of animals. There are two main branches; *Anatomy*, which considers the constitution and construction of the animal frame; and *Physiology*, which is the study of the apparatus in action. The former is separated into *Embryology*, or an account of the successive modifications through which an animal passes in its development from the egg to the adult state; and *Morphology*, which includes all inquiries concerning the form of mature animals, or the form and arrangement of their organs. The microscopical examination of any part, especially the tissues, belongs to *Histology*. *Comparative Zoology* is the comparison of the anatomy and physiology of all animals, existing and extinct, to discover the fundamental likeness under the superficial differences, and to trace the adaptation of organs to the habits and spheres of life. It is this comparative science which has led to such grand generalizations as the unity of structure amidst the diversity of form in the animal creation, and by revealing the degrees of affinity between species has enabled us to classify them in natural groups, and thus laid the foundation of Systematic Zoology. When the study of structure is limited to a particular class or species of animals, or to a particular organ or part, monographic sciences are created, as *Ornithotomy*, or anatomy of birds: *Osteology*, or the science of bones; *Odontography*, or the natural history of teeth.

Systematic Zoology is the classification of animals, or the study of animals, as to their kinds, giving to each a distinctive name and description. The systematic knowledge of the several classes, as Insects, Reptiles, and Birds, has given rise to subordinate sciences like Entomology, Herpetology, and Ornithology.

Distributive Zoology is the knowledge of the successive appearance of animals in the order of time (Paleontology in part), and of the geographical and physical distribution of animals, living or extinct, over the surface of the earth.

Theoretical Zoology includes those provisional modes of grouping facts, and interpreting them, which still stand waiting at the gate of science. They *may* be true, but we cannot say that they *are* true. The evidence is incomplete. Such are the theories which attempt to explain the origin of life and the origin of species. Suppose we wish to understand all about the Horse. Our first object is to study its structure. The whole body is enclosed within a hide, a skin covered with hair; and if this hide be taken off we find a great mass of flesh or muscle, the substance which by its power of contraction enables the animal to move. On removing this we have a series of bones, bound together with ligaments, and forming the skeleton. Pursuing our researches, we find within this frame-work two main cavities: one, beginning in the skull and running through the spine, containing the brain and spinal marrow; the other, commencing with the mouth, contains the gullet, stomach, intestines, and the rest of the apparatus for digestion, and also the heart and lungs. Examinations of this character would give us the *Anatomy* of the Horse, or more precisely, *Hippotomy*. The study of the bones alone would be its *Osteology;* the knowledge of the nerves would belong to *Neurotomy*. If we examined under the microscope the minute structure of the hair, skin, flesh, blood, and bone, we would learn its *Histology*. The consideration of the manifold changes undergone in developing from the egg to the full-grown animal would be the *Embryology* of the Horse; and its *Morphology*,

the special study of the form of the adult animal and of its internal organs.

Thus far we have been looking, as it were, at a steam engine with the fires out, and nothing in the boiler; but the body of the living Horse is a beautifully formed, active machine, and every part has its different work to do in the working of that machine, which is what we call its life. The science of such operations as the grinding of the food in the complex mill of the mouth; its digestion in the laboratory of the stomach; the pumping of the blood through a vast system of pipes over the whole body; its purification in the lungs; the process of growth, waste, and repair; and that wondrous telegraph, the brain, receiving impressions and sending messages to the muscles by which the animal is endowed with voluntary locomotion—this is Physiology. But Horses are not the only living creatures in the world; and if we compare the structures of various animals, as the Horse, Zebra, Dog, Monkey, Eagle, Codfish, we shall find more or less resemblances and differences, enough to enable us to classify them, and give to each a description which will distinguish it from all others. This is the work of *Systematic Zoology.* Moreover, the horses now living are not the only kinds that have ever lived; for the examination of the earth's crust—the great burial ground of past ages—reveals the bones of numerous horse-like animals: the study of this preadamite race belongs to *Paleontology.* The chronological and geographical distribution of species is the department of *Distributive Zoology.* Speculations about the origin of the modern horse, whether by special creation or by development from some allied form now extinct, are kept aloof from demonstrative science, under the head of *Theoretical Zoology.—From the Introduction to Orton's Comparative Zoology.*

GENTLY to bear, kindly to judge, is charity.

TRUE spirit should neither court neglect nor dread to bear it.

SCHOOL-ROOM DECORATIONS.

Yes, our kind School Commissioners have had our school-rooms swept and garnished during the holidays. They have done their work, but there yet remains a work for us to do. We are to spend the working hours of every day within these walls, and, whether we are conscious of it or not, our lives are colored by our surroundings. We often wonder why so many teachers are content to dwell, like Arabs in tents, in school-rooms devoid of permanent beauty, when, with a little artistic taste and skill, accepting the simple means at their disposal with a little time and patience, the same rooms might be made attractive and pleasant to both young and old.

To many the approach of winter brings a sense of dreariness which can be overcome by making summer within our rooms; and though "the melancholy days" have not yet arrived, yet the time is coming when the merry carols of the birds will be hushed, and the chilling winds will close the beautiful flowers in death. The humming bees and gay butterflies and the vast throng of merry insects will have stored themselves away for their winter's rest. The little cricket alone changes not; he defies any season to tinge his merry song with melancholy, but chirps cheerily and busily away alike in winter's cold and summer's heat. Shall we not cherish his philosophic spirit; and, though the days be dull and dreary, may we not go cheerily along and lay up our winter stores? The November winds will rapidly come, which will strip from the trees the gorgeous leaves of October, leaving them, like many of our school-rooms, bleak and bare. But there will be a brief period in which many of our forest trees shall deck themselves in splendid raiment, sparkling in the sunlight, and casting such a halo of glory over mountain and valley as even the Centennial Art Gallery, with all the works of art gathered from Europe and America, cannot outshine.

As in the spring we went to search for the first wild flowers,

and in summer when we eagerly sought ferns and grasses, now in the fall, "we shall to the woods away," for autumn treasures, remembering that this too is a fleeting season, and it behooves us to be up and doing if we would secure some of its passing splendor. Who need sigh for anything prettier with which to adorn their rooms than Autumn leaves? Who could ask for gifts more beautiful or more freely offered? Are not they educators as well as music, books, and pictures? Yes, there is a wealth of beauty in the wild woods, and those who have not many lovely things at their disposal cannot afford to dispense with these inexpensive, but effective adornments.

Those who live in the country have a large variety at hand to be had for the gathering. Those who live in the city can go to the parks and collect many beautiful specimens. Some teachers, of course, can see no use in gathering such "rubbish," but to such, school is all dull prose without a line of poetry.

A little child once remarked to me, that it was strange that some people did not know how pretty a few bright leaves would make a room look. These Autumn leaves are first in our list of treasures; the Maple, Sumack, Beech, Poplar, Dogwood, Oak, and many others, each with its own peculiar beauty of form and color, adding beauty and brightness to our ferns and grasses. When you gather them, do not do as a lady I once knew did, who gathered them and put them away in boxes; then after some weeks when she looked at them she wondered why they did not look right. They must be pressed as soon as they are gathered. Take a warm (not hot) flat iron, and on it rub some beeswax; then run it over the leaves, and afterwards put them between the leaves of old books to remain until perfectly dry. An excellent way is to oil the leaves after they are pressed; others varnish them.

When you gather sprays of leaves and cannot press them without spoiling their graceful shape, dip them in melted wax one, by one; however, when thus treated, they do keep as nicely as when pressed.

To arrange single leaves into bouquets, get green thread wire

and cut in pieces as long as you want for stems; pass one end of the wire through the bottom of the leaf and twist it around the stem, so as to hold the leaf firmly. After they are pressed and wired we shall see what we can do with them. Let us arrange them on brackets, or make them into wreaths, bouquets, mottoes, crosses, harps, anchors, or picture frames. After they are once arranged and put on the wall they give us no more trouble, and therefore are wonderfully proper for lazy people.

SARAH H. GAMBLE.

HEALTH IN SCHOOLS.

"How may school influences directly benefit the nervous system?"

In the first place, the school may provide for a reasonable degree of physical exercise, which every scholar should perform unless excused by his physician. There is very little chance for healthy sports in great cities; and it is precisely in these cities that the greatest number of hours is spent in schools. If civilization takes from its members the country air and country sports which are the natural means of health, civilization is bound to make good the loss to those who are too poor to make it good for themselves; and that means nine-tenths of the people in cities.

What we desire to know just now is, whether a thoroughly good school is a positive benefit to physical health. Granting that the air is pure, and the surroundings are all hygienically perfect, are the work and the discipline of schools beneficial, *per se*?

And first, as to the work, the simple mental work; is that capable of doing positive good?

The answer to this question is as follows: Pure mental work, quite free from what is called "feeling," is not possible to a conscious human being; but pure work, accompanied by the simple feeling of satisfaction termed "interest," in a moderate

degree, acts on the system like any other healthy work, by consuming the chemical elements; if the brain is at work, one sort of change goes on; if the muscles, another sort; but brain-work and muscle-work equally create a demand for fresh nourishment, and this demand constitutes a healthy appetite for food. It is fully understood by "brain-workers," that certain studies tax the endurance of the entire system as much as the severest bodily toil. Persons with good brains are fatigued by mental labor as much as persons with good muscles are by bodily labor. Now, I do not mention fatigue as a desirable thing, but the processes which lead to fatigue are good if kept within reasonable bounds; and I hold it to be physiologically correct, that these processes are much alike, though not identical, in the acts of thinking and of muscular motion. Muscular activity is indispensable, even to the health of the brain; while, as regards the action of the brain in thinking, we have succeeded only in establishing a presumption in its favor. This being the case,—the one being essential, the other only permissible,—it would seem as if those who exercised their muscles stood a better chance of perfect health than mere brain-workers. It is commonly assumed, that boys are necessarily in better health when let run freely in the open air without schooling, and that day-laborers are the healthiest part of the community. But these assumptions are greatly neutralized by two facts,—the privations undergone by the poor, and the noxious effects, in any class or age, of excessive muscular exertion, which is certainly capable of doing as much harm as overwork of the mind. Consumption, various forms of heart-complaint, of palsy, of muscular disease, not to speak of the great enemy rheumatism, are the penalties of excessive muscular effort. Stupidity is another penalty, deserving serious mention.

The presumption is in favor of the wholesomeness of mental work, as required in a well-governed school. One reason for this has already been given. It is good for the body, because it is bodily work; because as such it furthers the processes of chemical transmutations, and hastens the renewal of tissue; and

because it is better for us to have this renewal, a fresh body—one composed of recent elements—being more vigorous in all its functions then a stale and rusty organism. This is the fact as it looks from a chemical point of view. But we scarcely need technical language in order to understand this. It can be stated in every-day phrases; and it will be instructive to make a re-statement of this sort, which I will now do.

Our life is largely made up of appetites or cravings of various sorts. The most familiar of these are the cravings for food and drink, for breath, for sleep, for air and sunlight. The presence of any one of these, in a healthy person, shows the existence of a chemical exigency or crisis, which requires the addition of some element,—carbon, oxygen, nitrogen, fat, starch, animal fibre, salt, water, and so on; or the introduction of some force, as light, heat, or atmospheric electricity. If these desires are not gratified, the health suffers. Now, there is another class of cravings, equally important, and equally imperious in their claims; I mean the various desires to *expend* animal or mental force,—the longing to exert muscular energy, the desire to move about after having sat still for a long time. The entire range of our mental powers furnishes us with examples of a similar sort; as the gifts of speech, of laughter, of musical genius, of the power to observe, to paint, carve, or otherwise represent, the power to command other wills, the capacity for greatly loving other persons, for receiving or giving sympathy. All these must be exercised by those healthy human beings who possess them, under penalty of a loss of well-being.

Now, it is evidently impossible to exercise all our faculties at once in such a way as to bring each to a state of the utmost development. It is the business of an educator to see, first, that the faculties essential to well-being are developed,—the muscles of respiration, by singing, dancing, running, and childish athletic sports; the muscles of the will, by similar methods, and perhaps gymnastics; the intelligence, by school instruction of various sorts. But, while doing this, he should

bear in mind those traits of childhood which are most irrepressible, and should both guide them and be guided by them. Muscularity—or more rightly expressed, a liberal indulgence in muscular sports—is the craving of healthy boyhood: if denied, no amount of mental occupation will take its place. On the contrary, mental stimuli are most dangerous to a boy who is physically idle, and only tend to hasten those sexual crises (so fatally ignored by many educators) which are sure to come, and to place a certain proportion in peril both of health and morals. I am speaking of a great evil, and one little understood; for which the remedies are to be found in a liberal stimulation of all the nobler parts of a boy's nature at once,—his will, his courage, his fortitude, his honor, his sense of duty to God and man, his interest in some mental pursuit.

As respects girls, there is no doubt that they are capable of taking as keen enjoyment as boys in muscular exercise, though of a somewhat different nature.

That it would be for their good to strengthen their wills and their courage by such methods, no physician can doubt. But the obstacles to such development are very great, especially in cities, and in all places where fashion imposes a limit to the expansion of the lungs, and cuts off the indulgence in the pleasure of breathing.

It is a great mistake to work the brain till it can do no more, and then, feeling fagged out, to take violent gymnastic exercise or a long walk. Mothers know that their little boys *can* make themselves sick by playing too hard. Some children cannot play too hard, and some adults can be Hercules and Apollo in the same day: these are few. I would suggest, that a rule of the following sort be laid down for those who are old enough to follow it: "Never let the bodily exercise be so crowded into a corner by work that you cease to enjoy it, to relish it as a well person relishes food; but, as to the amount of exercise you take, let that be governed by the appetite for it. And do not feel bound to make your biceps big; for the muscles which do not show—those lying between the ribs, under the shoulder-

blade, and the diaphragm—are more important, and are suitably developed by systematized breathing, by vigorous walking, and a little running or lifting, if you can bear it." Such advice is, on the whole, more judicious for adults, who have severe tasks of a mental nature, than would be the indiscriminate recommendation of gymnastics.

D. F. LINCOLN, M. D.

RULES FOR READING.

We have been requested to reprint the following rules taken from Newell & Creery's Fifth Reader. Teachers hardly need to be reminded that such rules are intended only as general guides to the inexperienced. Practice will teach us when the rules may be violated.

RULES.

I.—Questions that can be answered by YES, or NO, end with the rising inflection.

II.—Questions which cannot be answered by YES, or NO, end with the falling inflection.

III.—Clauses that do not make complete sense, end with the rising inflection.

IV.—Sentences and clauses that make complete sense, end with the falling inflection.

V.—Negative sentences, and parts of sentences, end with the rising inflection.

VI.—When a sentence (or part of a sentence) ends with the falling inflection, the pause immediately preceding is accompanied by the rising inflection.

VII.—Pause before the emphatic word or phrase.

VIII.—Strong emphasis requires the falling inflection.

IX.—A word or phrase may be made emphatic by pronouncing it in a lower (and stronger) tone than the rest of the passage.

X.—Words that are contrasted or opposed to each other should be made emphatic by dwelling on the vowel sounds, without unduly increasing the stress. The accented syllable receives the emphasis.

XI.—A parenthesis, or parenthetic clause, is read in a lower tone, and more rapidly than the rest of the sentence, and terminates, usually, with the rising inflection.

XII.—The successive steps of a climax should be read with gradually increasing force. Do not confound force with loudness. The last step of a climax is often the lowest, though the strongest.

XIII.—The introductory member of a sentence ends with a long pause and the rising inflection.

XIV.—Pause between the subject and the predicate of a sentence.

XV.—Pause after a predicate adjective when it precedes the verb.

XVI.—Pause after a prepositional phrase when it precedes the verb it modifies.

XVII.—Pause after a vocative expression, and only very slightly before it.

XVIII.—A pronoun is emphatic when it is modified by a relative phrase.

These rules hold good generally though not universally; and they will be found very useful both in assisting a scholar to study and helping him to make an intelligent criticism of his own or his neighbor's performance. While reading, a scholar had better not think of the rules, but occupy himself solely with the meaning of what he is reading. After he has read, it will be well for the teacher to inquire how far he has observed or neglected the principles laid down.

It may be asked, what is the use of a rule if it is not to be observed at all times and under all circumstances. If reading were a purely mechanical operation, universal rules might be laid down, but the intellect and the emotions will not submit to such restraint. There are two considerations that will justify

us in disregarding the Rules of Elocution: *sense* and *sound.* If the observance of a rule obscures or weakens the sense, then the rule is "more honored in the breach than the observance." Or if reading according to rule is unpleasant to the ear, we are warranted in disregarding the rule.

AMERICAN COLLEGES *VS.* AMERICAN SCIENCE.

BY F. W. CLARK, S. B.,

PROFESSOR OF PHYSICS AND CHEMISTRY IN THE UNIVERSITY OF CINCINNATI.

America, when compared with other first-class nations, occupies a low position in science. For every research published in our country, at least fifty appear elsewhere. Our original investigators in any department of learning may almost be counted on the fingers. There may be in the United States, all told, twenty men of really notable scientific standing, although there is no one to compare in actual achievements with Sir William Thomson, Helmholtz, or Regnault. In geology we make a pretty fair showing, perhaps, because of the great facilities for research offered by our surveys and exploring expeditions. The newness of our country has also been of advantage to our zoologists, who have not failed to improve their opportunities. But in chemistry and physics, the two sciences most intimately connected with our greater industries, we have accomplished very little.

Several causes have combined to bring about this state of affairs. There is native ability enough in America to carry on work of the highest order, but inducements and opportunities have been lacking. The labor of developing new regions, of building up commerce, manufactures, and agriculture, of constructing railroads, bridges, and telegraphs, has diverted public attention from matters apparently of a more abstract and less immediately practical character. Material necessities have taken a natural precedence of intellectual wants. Now, hav-

ing laid our foundations, we begin to think seriously about the future superstructure.

But apart from all these drawbacks to American scientific growth, there is yet another of almost equal magnitude. This is to be found in the system (or rather lack of system) which has shaped our higher education. Our country is dotted over with a multitude of so-called colleges and universities, which have sprung up, not in response to any well-defined necessity, not under the developing influence of broad and clear ideas, generous culture, and wise motives, but because of personal ambition, sectarian jealousy, or petty local pride. States have conferred charters almost indiscriminately, without reason or forethought.

In order that science may flourish in any community, several things are needful. There must be a general appreciation of its true value to the world, a clear understanding by men of culture as to the best means for its promotion, facilities for both study and research, and suitable inducements to attract intellectual labor. No matter how able and enthusiastic an investigator may be, he can do little without apparatus or specimens, encouragement, and the means of support. Indeed, the last-named, or bread-and-butter element, is a very important feature of the problem. The human brain is a marketable commodity, at the service of the best-paying master. Payment may come partly in the shape of fame, but something of a decidedly material nature is demanded also.

Suppose, now, that a young man of culture, genius, and enthusiasm, wishes to devote his life to science. He has received the necessary training in his favorite branch, and simply asks for an opportunity to apply his attainments both to bodily support and to the extension of human knowledge.

Employment is at last secured as "Professor of Natural Science" in an average American college. Now, how many of the requisites for success are likely to be at his command?

To begin with, he encounters a board of trustees among whom not one has the remotest idea of what science is, or what is essen-

tial to its growth. He is called upon by these gentlemen to "teach" chemistry, physics, astronomy, botany, zoölogy, mineralogy, geology, physiology, and perhaps Paley's evidences on top of all. For study and research he has neither time, books, nor apparatus. For study, indeed, he is not supposed to need any time; and if he should press this necessity upon his employers, he would probably be told that he ought to know his lessons before attempting to teach. His students come to him miserably prepared, caring little for what he considers important, and regarding his instruction as so much of an impediment between them and their degrees. And for all this he may receive less than a thousand dollars a year, and that with a feeling of precariousness and uncertainty. At last one of three things happens: he is either called to a chair in some respectable institution, gives up teaching altogether for another less annoying occupation, or else, his enthusiasm quenched and his aspirations gone, settles down into a dreary rut, to rust out the remainder of his days.

This picture may seem exaggerated, and yet it is wholly within bounds. Many men have been ground through the mill of an unendowed country college professorship, and know how hard and thankless were the tasks assigned for them to do. In such a position the true man of science can very rarely find either appreciation, encouragement, facilities, or pecuniary reward. Discouragement of the most wearing kind will, in nine cases out of ten, be his lot.

There are to-day in America over five hundred institutions claiming the name of college or university. Every religious sect, or fragment of a sect, is represented. The very fact that a college has been established for theological purposes, or for ecclesiastical aggrandizement, is adverse to good scientific research. Even though the teacher of science may not be directly hindered, the studies which are of especial value to theological students will be given undue prominence.

But the great injury to science is done by the unnecessary sub-division of forces. Forty institutions spring up where

only one is needed, and nearly all of them are necessarily weaklings. Libraries, cabinets, apparatus, buildings, and faculties, are foolishly duplicated.

There seems to be a real conflict, not between religion and science, but between the injudiciousness of religious people and the requirements of scientific research. Where one good laboratory should exist, we have forty small and inferior sets of apparatus, each fit only for elementary instruction, and wholly unsuited to purposes of investigation. Other branches of learning suffer also, only science is most impeded of all. The classics, mathematics, philosophy, or literature, demand few appliances. Give the professors a fair library, perhaps some maps or charts, and a recitation or lecture room apiece, and all is provided for. But science, to be properly taught, demands much more. There must be not only laboratories and apparatus, but material and specimens; and these all cost much money.

Going a step beyond this curtailment of material means, we shall find that the division of forces again operates contrary to science in the selection of professors. In the first place, poverty compels a college to demand more work from a professor than any man can well do. A teacher who is called upon to instruct elementary students in half a dozen distinct branches cannot accomplish much real work in any one. Every branch of science is vigorously growing, and can be properly taught only by one who has the time to keep abreast of its growth. Let us glance at a few of the professorships which some country colleges have established. Here, for example, is McCorkle College, situated in Eastern Ohio, whose ministerial president is "Professor of Hebrew, Natural, Mental, and Moral Science." Surely this gentleman, if his professions are honest, must be the most learned scholar in the world. His "moral science" would, of course, prevent him from undertaking any work which he was incompetent to do. We cannot suspect a "reverend" of hypocrisy in such a matter as this. In Maryland, New Windsor College contrives to neutralize scientific heterodoxy with a "Professor of Abstruse Science and Religious In-

structor." Such a teacher can easily take time by the forelock, and inoculate the minds of his young charges with a proper disrespect for the awful notions of Darwin, Tyndall, Huxley, Draper, and company; and Eminence College, Kentucky has a "Professor of Biblical Literature, Mental Philosophy, and Chemistry." Even in New York State there is Hobart College, with its "Professor of Civil Engineering and Chemistry, and acting-Professor of Mathematics and Modern Languages." Professorships like these are by no means rare; they are the rule rather than the exception. A very large majority of our so-called "institutions of learning" employ Jacks-of-all-trades to do the work of instruction, and how well that work is likely to be done we can easily imagine. An institution which receives money from its students in payment for an education such as it cannot give, is certainly guilty of fraud. These frauds are the natural outgrowth of improperly-granted charters, incompetent or ignorant boards of trustees, and reckless sectarian pride. Every denomination seems to be imbued with the characteristic American anxiety for display, and the establishment of a new college is a convenient piece of clap-trap to resort to.

The smaller colleges, however, are not the only ones to blame in this matter of professorships. They are perforce compelled to employ smatterers, because of their inability to pay the proper number of specialists. But institutions of considerable wealth often injure science in their selection of teachers by introducing false issues into the question. Every year professors are chosen, not on account of scientific ability, but for reasons of a theological or sectarian character. If two men, one a Baptist, and the other a Unitarian, were candidates for the same professorship in a Baptist university, the former, even if very much inferior to his rival, would almost certainly be elected. There may be exceptions to this general rule, but they are very rare. Even at Princeton issues of this sort are frequently raised, and the ablest candidates have been rejected on purely dogmatic grounds. Theological soundness in such

an institution far outranks scientific ability. If Laplace had lived in America, no college would have tolerated him for an instant. Almost any decayed minister, seeking an asylum, would have beaten him in the race for a professorship. Not many years ago, the ablest chemist America has ever produced was a candidate for the chair of chemistry in a very prominent Eastern college. He did not believe in the Trinity, and for that reason alone failed of an election. The immorality of such a system is manifest. When success or failure is made to depend upon a mere *profession* of belief, a direct premium is put upon hypocrisy. Incompetent men are not unlikely to be unscrupulous also. Science cannot really flourish in America until, in this respect, the colleges mend their ways. Men must be chosen professors because of their fitness to teach specified subjects, and not on account of their notions, real or professed, concerning abstract theological dogmas. Moral character ought, of course, to be considered; but mere speculative belief, never.

Very many American colleges, however, now provide what claim to be "scientific courses," running for four years parallel with those in classics, and leading to bachelor of science degrees. This fact illustrates only a sham deference to the public demand for less Latin and Greek, and amounts to very little in favor of science. A striking case in point is furnished by McCorkle College, the learned president of which we have already referred to. Let us analyze the course laid down in the catalogue. There are three terms per annum for four years, or twelve terms in all, and in the regular classical course the studies run as follows: Latin is taught during ten terms; Greek, through eight terms; mathematics, five; history, four; Hebrew, three; natural philosophy, two; chemistry, two; geology and astronomy, one each; other studies, mainly philosophical but none scientific, seven. The modern languages seem to be omitted altogether! Then, following the schedule from which this abstract was made, comes the announcement that "the scientific department will embrace all the above course except the classics." Could a more contemptable sham be invented? Would it be possible

to do more in the way of belittling science? The total omission of scientific studies would be more honest and more truly in the spirit of science. And yet this institution is empowered to grant degrees, and has the same legal authority as Harvard, Yale, or Cornell. This is, to be sure, an extreme case, but it is not much worse than a host of others. As a general rule, the "scientific course" in a Western college is the classical course, *plus* a little mathematics, and with French and German substituted for Latin and Greek. Less preparation on the part of the student is required to enter it, and every applicant is given to understand that it does not rank quite equally with its older rival. In both courses the natural sciences are similarly arranged, so that the graduated bachelor of science knows really no more chemistry, physics, botany, zoology, geology, or astronomy, than the supposably less scientific bachelor of arts. In fact, the great majority of so-called "scientific courses" are mere makeshifts, intended to accommodate those students who are too dull, or too imperfectly prepared for taking the more thoroughly-equipped line of study in the classics. Here, again, American colleges oppose the development of the scientific spirit, and hinder seriously the growth of American science.

It would be possible to multiply indefinitely these illustrations of weakness on the part of our college system. Institution after institution might be cited in which not science only, but all culture, is at the lowest possible ebb. Just the bare facts concerning some Western and Southern colleges would, if published here, seem like incredible exaggerations or distortions of the truth. I have beside me college catalogues which are positively grotesque in their absurdities; no satire could do justice to them. One institution in particular, situated in Tennessee, has fairly reached the point at which the sublime and the ridiculous meet. In respect to science, even some of our oldest and best universities are open to criticism. Some apply theological tests in the election of professors, and in a mild way act toward modern science as some of the Spanish universities once acted toward the discoveries of Newton. Many

others make lower standards for scientific than for classical students, seemingly upon the idea that a bachelor of science is expected to know less than a bachelor of arts. Perhaps the scientific spirit is now best represented in this country by the Sheffield Scientific School, at New Haven. Here the policy of the institution seems to have been entirely shaped and guided by the Faculty rather than by the trustees. The Lawrence Scientific School did stand higher before the abolition of its special laboratory, and approximated closely to the German idea; but of late its Connecticut rival has passed it in the race. As a university, taken for all in all, Harvard is probably far ahead of Yale, but in training scientific students the latter can at present claim superiority. The Columbia College School of Mines is also a good institution, but it errs in the direction of over-thoroughness. The students have so much routine and detail work to do that no time is left for originality. The instructors, too, are overworked, so that they can accomplish little in the way of research, and they are, moreover, in many cases, underpaid. This latter evil the trustees can and should remedy. It also occurs at Cornell University, and has lost to that institution the services of several valuable men. These points are mentioned now, not hypercritically, but because they serve to illustrate certain discouragements which our scientific men have to encounter.—*Appleton's Popular Science Monthly.*

EDITORIAL DEPARTMENT.

Again we are compelled to record the loss of a faithful co-laborer in the cause of education. Mrs. Mary Borgman, known to the readers of this Journal as the writer of the "First Lessons in Botany," and long known throughout the State as the Principal of the "Model School" connected with the State Normal School, died on the 23d of August, after a sickness which confined her to her room for about two months. For several years previous to her death she had been in very delicate health, but a strong will and an irrepressible desire to work kept her in active service when most of women would have given up. Suffering from chronic dis-

ease of the heart, she was so incapable of physical exertion as to be obliged to ride from her house to the school—a distance of only a few squares—and to rest more than once in going up an easy flight of stairs; but once seated at her desk, mind asserted its supremacy over body, and no steadier hand than hers ever held the sceptre in the little kingdom of the school-room. Visitors always wondered to see so frail a woman manage without apparent effort the business of a complicated school. The secret was that she was a born teacher. The word "discipline" she never used; but the atmosphere she breathed was an atmosphere of order, and all who came within the sphere of her influence yielded unconsciously to the charm. All the movements of her classes were as prompt as if made by military command. Yet her voice never rose above the very lowest conversational pitch,—indeed, she was unable to make herself heard unless the room was entirely quiet. Rewards and punishments were almost (if not altogether) unknown, except in so far as the monthly report of progress might be considered as a reward or a punishment. Yet her pupils evinced a real love for study as soon as they came fully under her control. Her great power was as an object-teacher. Not in the narrow, technical sense of giving object-lessons, though even in that she had few superiors; but in the broader and higher sense of presenting every notion to the mind of children in an objective way, when it was possible to do so. Thus every lesson became truly an object-lesson. Botany was her favorite study. The very smallest children never came to school in the spring without an offering of leaves or flowers; and the first lesson of the day was always on these impromptu texts. In addition to a collection of dried plants, she left behind many specimens of insects, minerals and shells, mainly gathered by the young people, who were first stimulated by her to the investigation of nature. Writing under the shadow of a grave still recent, we find it hard to write with clearness and coolness of one with whom we have been intimately associated for more than a quarter of a century, and whose wonderfully varied gifts can hardly be mentioned without raising a suspicion of exaggeration. At some later time it may be possible to describe more fully many interesting and instructive features of her professional life; for the present we mention but one—religion in the school-room. It was her constant practice to open school with the reading of Scripture, singing and the recitation of the Lord's Prayer in concert. Then followed the repeating by each pupil of a verse of Scripture; and on Mondays the children were encouraged to give an abstract of the Sunday's sermon. Although the school contained at all times Protestants of various denominations, Catholics and Jews, no whisper of objection was ever raised against these religious exercises; for every one felt that they were only the natural outcome of deep religious feeling, in which it was a happiness to share.

Projects are simmering in the brains of the city fathers for the remodelling of the Board of School Commissioners of Baltimore. We

hardly think they will be perfected by the present Council. Why any man not born to leisure should be willing to accept the office of School Commissioner is more than we can explain, except on the theory that there are more philanthrophic and unselfish people in the world than we usually give the world credit for. To give up at least one-fourth of one's business hours for the good of the public, to have one's privacy disturbed early in the morning and late at night by young inquirers after knowledge, to be besieged in one's counting-room, or attacked in the streets by applicants for office and their friends, to be at the mercy of the book agents and to be compelled to listen to their dreary platitudes in season and out of season, to have the newspapers snapping viciously at one's heels when news items are scarce, to dry the tears of weeping mothers whose children have failed "to pass," to stew at Commencements in the hottest nights of July and to bake at Exhibitions in Christmas week—these are but samples of the inflictions which the School Commissioner has to undergo, not only unpaid, but unthanked, and often soundly abused.

The Schools in the city and nearly all over the State opened in the first week of September. Most of them are full; some are crowded. Both the State Normal School and the Model School are larger than at any previous time.

The Public School bonds issued by the Cecil County Commissioners, to pay the debt of the school board, have all been sold at par The *Cecil Democrat* says: "No better evidence can be had of the healthy state of the county's finances."

The Allegany county schools open with an unusually large attendance. Lonaconing over 800, Frostburg nearly 700, Barton over 300, Westernport 250, Mt. Savage 250, Cumberland 730.

The Kindergarten in connection with the State Normal School opened on the 18th of September with a dozen bright little boys and girls, from five to seven years of age. Come and see the little ones at work. It will do you good, and will do them no harm. The Kindergarten is going to be one of our great institutions, and the principles of Froebel are destined to revolutionize all teaching, from the Primary School to the University. In fact, our greatest teachers of science at the present day are but Kindergartners on a large scale. Agassiz was a Kindergartner, pure and simple, with men for his children and fishes for his "gifts," and dissecting instruments for his "occupations."

Missouri has five Normal Schools in successful operation, and will provide for one school each in the northwestern and southwestern parts of

the State, and St. Joseph and Kansas City are about to establish City "Normals."

Postal Cards are a great invention. Every day or two we have to pay six cents for one, because the writer chooses to put the date or some other trifle on the address side instead of the blank side. This is ignorance or carelessness. But the following is impudence: "Dear Sir—Please send me a State Report of Common Schools. Mark such places with pencil that have well organized Graded Schools so far as you can. What is the length of the term, and what are the salaries paid in each grade? When and where does the State Teachers' Association meet? The County Conventions? Hoping to hear from you soon, I am, &c." All this on a postal card. Does the writer not know that there are probably a thousand persons who would like just such information, and that it would take a person about a year to give it to them all, if he kept his mind fixed to that special duty? And did he not consider that if it was worth his while to invest one cent in asking for the information, it might be equally worth while to invest a little for return postage?

Carroll County Teachers' Institute will be held on the 23d, 24th and 25th of November, instead of the time announced last month.

BOOK NOTICES.

We have held that it is almost impossible for a history to be brief and interesting at the same time. But the *History of France for Junior Classes*, by Sutherland Menzies (G. P. Putnam's Sons), compels us to reconsider this opinion. In about 300 12mo. pages the author has given us a brilliant condensation of French History from the conquest of Gaul by the Romans to the Presidency of Marshal MacMahon. Of course much has necessarily and properly been passed over, but all that is told is told well. There is a ring in the sentences and a rush in the paragraphs that carry the reader along in spite of his prejudices against epitomes. We select a page by way of illustration: "The campaigns in Italy raised at once this extraordinary man [Buonaparte] to great distinction. On placing himself at the head of the army of Italy, he found it cantoned among the Alps, where it was struggling painfully against the Sardinian troops, whilst the Austrians were threatening Genoa, and marching upon the Var. With the glance of genius, Bonaparte chose his field of battle. Instead of exhausting his forces among those sterile rocks, where great blows could not be struck, he turned the Alps, the passage of which he was unable to force, and placed himself by that skilful manœuvre between

the Piedmontese and the Austrians, cut them off from each other, beat them successively, drove back the former upon the Apennines, the others into their capital, and followed up closely the Sardinian army until it laid down its arms. Delivered from one enemy he turned upon the other. In vain Beaulieu, terrified at the victories of Montenotte (11th April), of Millesimo (14th), of Dego (15th), and of Mondovi (22d), fell back in all haste ; Bonaparte followed, overtook, and crushed him. At the bridge of Lodi, the Austrians tried to stop him by the fire of a formidable artillery ! They were overthrown (10th May). To Beaulieu succeeded Wurmser, the best General of Austria ; to the first army, a second, more numerous and inured to war ; it disappeared like the other by the victories of Lonato and Castiglione (3d and 5th August), and of Bassano (8th September). Alvinzi replaced Wurmser. He was crushed at Arcola (Nov. 1796), and Rivoli (Jan. 1797). The Archduke Charles was not more fortunate. All the armies, all the generals of Austria came only to fail against less than 40,000 men, led by a General of twenty-eight."

In adding PROF. ORTON'S "*Comparative Zoology, Structural and Systematic*" (Harper and Brothers) to their list of School and College text-books, the Publishers have rendered a service to science even greater than that which they rendered to the students of Latin and Greek nearly forty years ago by the publication of Anthon's Classical Series. And the editor in his mature years hails "Orton's Comparative Zoology" with the same enthusiasm with which he exchanged, when at school, his old Delphin *Horace* with Latin notes, which he could not read if he would, and would not if he could, for his beautiful "Anthon" with its rivulets of text, of which he had a genuine school-boy's dread, meandering through broad margins of seductive English, in which he could disport himself at will. Prolonged experience from a teacher's point of view may have modified this first estimate of the educational value of Anthon's works ; still, they not only did good service in their day, but marked the beginning of a new era in classical instructions. It is with just such feelings that we welcome Prof. Orton's book. It is beautiful. It is enticing. It is a pleasure to open it, and enjoy a marvel of exquisite printing, both letter-press and plates. It is a still greater pleasure to read it ; and observe how the driest of subjects can be made interesting and attractive by being presented in the clearest and sharpest of English. Take a specimen paragraph at random. "All the apparatus and phenomena of life may be included under the heads of *Nutrition*, *Motion*, *Sensation*. The three are possessed by all animals, but in a variety of ways. No two species have exactly the same mechanism and method of life. We must learn to distinguish between what is vital and what is only accessory. That only is essential to life which is common to all forms of life. Our brains, stomachs, livers, hands and feet are luxuries. They are necessary to make us human, but not living, beings. Half of our body is taken up with a complicated system of digestion ; but the Amœba has neither mouth nor stomach. We have an

elaborate apparatus of motion; the oyster can not stir an inch. *Nutrition*, *Motion*, *Sensation*, indicate three steps up the grade of life. Thus the first is the prominent function in the coral, which simply 'vegetates,' the powers of moving and feeling being very feeble. In the higher insect, as the Bee, there is great activity with low organs of nutrition. In the still higher mammal, as Man, there is less power of locomotion, though the most perfect nutritive system; but both functions are subordinate to Sensation, which is the crowning development." Cannot the publishers add to the value of the book for class purposes by giving us the principal plates enlarged in a series of wall-charts?

The *First Steps in English Literature*, by ARTHUR GILMAN (A. S. Barnes & Co.), after a brief historical and philological introduction, consists of brief notices of the principal English writers, and their most important works, arranged in the order of time, and divided into Periods—the Period of "Immature English," embracing "Original English," "Broken English," "Dead English," "Reviving English"; and the Period of Mature English, including the "Italian Influence," "Puritan Influence," "French Influence," the "People's Influence"; the "Age of Pope," and of Johnson; the "Age of Poetical Romance," and of Prose Romance. The *prolegomena*, and *epilegomena* to these periods and subperiods are by far the most interesting parts of the work, and give us a tantalizing perception of what Mr. Gilman could have done had he not been "cabin'd, cribb'd, confined" by want of space. Nothing can be finer than the paragraphs which close the era of Puritan influence; but surely such notices as the following had better be left to Dictionaries. "WILLIAM BROWNE, 1590-1645, is known chiefly as the writer of *Britannia's Pastorals*, *The Inner Temple Masque*, and *The Shepherd's Pipe*. These poems, written somewhat in the style of Spenser, combine pastoral poetry with allegory, are marked by some grace, and exhibit some facility of thought and originality of expression."

Teachers who have become tired of the endless iterations of the "Ollendorff" method of teaching modern languages, will be glad to welcome a book formed on a totally different plan. The *French Principia*, Part I (Harper & Brothers), is modelled on Smith's "Latin Principia," both in form and spirit. We must confess we are pleased with this reactionary movement. We have tried "Ollendorff" in all its varieties and disguises, and are glad to get back to the old-fashioned grammar and exercises. Not that we think the Ollendorff system essentially bad; but that the good which is in it evaporates as soon as it is printed. Children learn to speak a language most easily by real conversations; but the printed page destroys the reality, and substitutes a delusive imitation. Next to actual talk with the living teacher, we place the grammar and exercise method, and we know of no better exemplification of it than the "French Principia."

The *German Principia* (Harper & Brothers) is precisely on the same plan as the French. Some teachers object to the use of it, because the German is printed in English characters; but we rather think the innovation is to be approved. The fact that a strong movement is on foot in Germany itself for the substitution of the Roman for the Gothic letters, is a sufficient justification of the editor; but the real advantage is that it enables the teacher to present the difficulties one at a time to young beginners, so that the learner is not obliged to grapple at once with the difficulty of strange sounds and the embarrassment of strange characters.

Magnetism and Electricity, by Prof. Frederick Guthrie (G. P. Putnam's Sons), is a new volume of Putnam's Advanced Science Series. It is written in a simple and intelligible style, and is furnished with such illustrations as are necessary to the understanding of the text. There is nothing for show, but all that is needful for use. The book is well adapted to private students, and to teachers who wish to find the latest available developments of the science in the most condensed form. The appendices contain brief but very valuable directions to students who wish to make some parts of the apparatus for themselves.

If in these days of voluminous school books a Latin Grammar for beginners is valuable in proportion to what it leaves out judiciously, then *Ammen's Latin Grammar for Beginners* (Henry Holt & Co.,) is a very valuable book. The regular forms of inflexions, and the broad general principles of syntax, are given fully and clearly. Those exceptions which occur most frequently are also noticed; but in the main it is a grammar of the regularities of the Latin language. The mass of "fine print" in more pretentious works is carefully excluded; and we think wisely, considering that the book is for beginners only.

The third volume of *German Classics for American Students*, edited by James Morgan Hart (G. P. Putnam's Sons), contains six admirable selections from the Prose writings of Goethe, and like the preceding volumes of the series, is distinguished by convenience of size and beauty of typography. The notes in this volume are mainly on matters of history, biography, and geography, or on foreign customs, with which the American reader is not expected to be familiar.

All lovers of good poetry, who, like the present writer, have neither money to buy editions of luxury, nor shelf-space to hold them, will thank Messrs. Osgood & Co., for their Centennial edition of *Whittier's Poetical Works*, complete, in one volume each, and *Longfellow's Poetical Works*. Better value for a dollar was never offered than one of these beautiful books.

Uniform with "Select Plays of Shakespeare," but with more abundant illustration, and with explanatory and critical notes of much greater interest, we have the *Select Poems of Thomas Gray*, edited by William J. Rolfe (Harper & Brothers.) The volume contains Gray's life, by Carruthers, the article on Stoke-Pogis (where the Elegy was written), from

Howitt's "Homes and Haunts of the British Poets," a critically accurate text of the "Elegy," his poems on "Spring," on the "Death of a favorite Cat," on a "Distant Prospect of Eton College": "The Bard" and "Hymn to Adversity." The notes are exceedingly valuable to teachers and young students. He who masters the text, and the notes with all the allusions and quotations, and the accessory information necessarily implied, will have gone through a very good preliminary course of English literature and criticism.

"*The Echo Club*," by Mr. BAYARD TAYLOR (Jas. R. Osgood & Co.,) consists of a series of good natured parodies of modern poets set in a pleasant frame-work of critical conversation. The following parody on Poe is as good (or as bad) as the rest, and will serve as a sample.

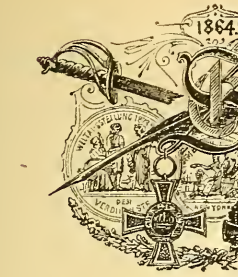
THE PROMISSORY NOTE.

In the lonesome latter years,
(Fatal years!)
To the dropping of my tears
Danced the mad and mystic spheres;
In a rounded, ruling rune,
'Neath the moon,
To the dripping and the dropping of my tears.

Ah, my soul is swathed in gloom
(Ulalume!)
In a dim Titanic tomb,
For my gaunt and gloomy soul
Ponders o'er the penal scroll;
O'er the parchment (not a rhyme),
Out of place, out of time,—
I am shredded, shorn, unshifty,
(O, the fifty!)
And the days have passed, the three,
Over me!
And the debit and the credit are as one to him and me!

'Twas the random runes I wrote
At the bottom of the note,
(Wrote and freely,
Gave to Greeley)
In the middle of the night,
In the mellow, moonless night,
When the stars were out of sight,
When my pulses, like a knell,
(Israfel!)
Danced with dim and dying fays
O'er the ruins of my days,
O'er the dimless, timeless days;
When the fifty, drawn at thirty,
Seeming thrifty, yet the dirty
Lucre of the market, was the most that I could raise!

Fiends controlled it,
(Let him hold it!)
Devils held for me the inkstand and the pen.
Now the days of grace are o'er,
(Ah! Lenore!)
I am but as other men:
What is time, time, time,
To my rare and runic rhyme;
To my random, reeling rhyme,
By the sands along the shore;
Where the tempest whispers, "Pay him!" and I answer, "Nevermore"?



E. Steiger,

22 & 24 Frankfort St.,

New York,

has in press, and will shortly issue:

KIDDLE and SCHEM'S

CYCLOPÆDIA OF EDUCATION.

One volume of the style, size, and price of *Appleton's American Cyclopædia.*

This is the only work of the kind yet published in English; it is the only work in which Educational subjects, both general and particular ***(with special reference to the United States)***, are treated in a comprehensive manner, both theoretically and practically; including also a full body of statistics in every department. It is, therefore, the only complete reference book in the English language for all either engaged or interested in Education, but more especially for Americans.

For these reasons the *Cyclopædia of Education* will be indispensable to all Educational Institutions (Public, Parochical, and Private), to all Libraries, to Teachers and School Officers; it will be highly useful to Clergymen of all denominations and Sunday-School Teachers, to all persons interested in Education, to parents and the book-buying public in general.—The *Cyclopædia of Education*, although so comprehensive and valuable a work, will, by its moderate price, be placed within reach of all the above mentioned. They will be anxious to *see* and obtain the work and to them it is intended to submit it in a thorough and systematic manner, by ***Subscription Agents only.***

★ The commission allowed to Agents will be sufficiently large to afford liberal compensation for the most earnest efforts on their part; and the publisher has decided to give, wherever practicable, the ***exclusive benefit*** of this lucrative canvass ***to persons connected with schools.*** ★

One reliable, competent, and energetic Agent is wanted for every city, school district, or county; and ***application should be made immediately*** to the publisher for engagement.

Instruction in German made very easy.

AHN-HENN'S *German Course is now complete*, the Fourth German Book having just been issued.—This Course is so constructed that while the first parts of it (the *First* and *Second German Books*) are the ***easiest, best, and cheapest text-books*** for all beginners, the main difficulties of the language are clearly and fully treated for advanced pupils in the *Third* and *Fourth German Books*. This Series is even ***more complete than the bulky and difficult Grammars written for use in Colleges.***

Moreover, the AHN-HENN German Series is more completely provided with *Reading Charts, Readers*, and *Keys*, than any other; points which, combined with its cheapness, secure for it the strong preference of educators. The most satisfactory results in German instruction are reported from wherever the AHN-HENN Text-Books have been used; in Public Schools, Academies, Private and Parish Schools.

Specimen pages ***sent free***, specimen copies for examination at half price; ***very liberal terms for introduction.***

Attention is also invited to AHN-HENN'S *French Series*, REFFELT'S *German Readers*, DOUAI'S *Rational Readers*, REFFELT'S *Arithmetics*, SCHEDLER'S *Globes* and *Relief Maps*, and to *Kindergarten Literature* and *Kindergarten Gifts*.—Catalogues mailed *free*.

Largest Stock of German Books and Periodicals in the United States.

Construction, Diction and Decorum of Correspondence.

HOW TO WRITE LETTERS.

A Text-Book for Schools, and a Reference Book for Private Use.

Showing the correct Structure, Composition, Punctuation, Formalities and Uses of the various kinds of LETTERS, NOTES and CARDS, including rules on Orthography, Capitals and Punctuation, and the uses, abuses and forms of Clerical, Civil, Political, Military, Naval, Social, &c., Titles and Addresses. By J. WILLIS WESTLAKE, A. M., Prof. English Literature, Penna. State Normal School—264 pages, cloth, $1.00; fine gilt, $1.50. Sent post-paid on receipt of price. Special rates for schools in quantities.

ANOTHER EDUCATIONAL ADVANCE.

LLOYD'S
LITERATURE FOR LITTLE FOLKS.

Boards, 50 Cents. Cloth, 75 Cents.

FIRST STEPS IN THINGS, THOUGHTS, WORDS, SENTENCES AND CHILD-LITERATURE.

—BEING—

Select Gems from Standard Authors, and Easy Lessons in Composition.

By ELIZABETH LLOYD, M. S.

ALWAYS KEPT AHEAD!

BROOKS' UNRIVALLED SERIES

—OF—

ARITHMETIC, ALGEBRA AND GEOMETRY.

The Best for Schools and the most Practical for Business.

Primary, 25. Elementary, 50. New Mental, 38. Written, 95. Algebra, $1.25. Geometry, 84. Geometry and Trigonometry, $1.25

NORMAL HIGHER ARITHMETIC (just out), $1.38.

BROOKS' NORMAL MATHEMATICAL SERIES has stood the practical test of CLASS USE triumphantly in hundreds of cities and towns, and thousands of country schools.

From Prof. JOSEPH W. WILSON, A. M., *Prof. Practical Mathematics, Philadelphia High School, Pa.*:—"I consider Prof. Brooks' Series the best published."

From Prof. J. BALDWIN, A. M., *President Kirksville Normal School, Mo.*:—"BROOKS' NORMAL MATHEMATICS are, deservedly, recognized as among the best."

From Prof. J. T. GREGG, *Sup't. Salem City, Oregon*:—"Decidedly and unquestionably *the best I ever saw.*—Must be studied to be appreciated."

Raub's Normal Spellers 25, 38
Pelton's Outline Maps - $25
Fewsmith's Grammars - - - 45, 65,
Peterson's Familiar Sciences 80, $1.60.

☞ Full Catalogues of SOWER, POTTS & CO'S PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

THE ECLECTIC GEOGRAPHIES

ARE USED IN THE SCHOOLS OF

Over 300 Cities and Towns in Ohio.

What the Superintendents and Principals say of the Eclectic Geographies:—

Sup't ALSTON ELLIS, Hamilton:—"They have been used in our schools since 1872 with remarkable success. In no instance have they failed to give **full satisfaction.**"

Sup't E. F. MOULTON, Oberlin:—"Our pupils seem to have a **more intelligent understanding of the subject** than when they have studied it in other books. I think there are two reasons for this: 1st. The arrangement of the books is very systematic, having the proper matter in the proper place. 2d. Everything is presented in a clear, concise and interesting manner. I might add another reason—that the **teachers are able to understand it,** and so are able to teach the subject intelligently."

J. W. MEANS, Prin., Christiansburg:—"No book has ever rendered such decided proofs of **thoroughness, completeness and superior merit.**"

Sup't C. F. PALMER, Findlay:—"They are divested of all superfluous matter, and contain only what the pupil should learn. The system of Map Drawing is clear and simple, and **we obtain excellent results without subordinating everything else** as is sometimes necessary."

Sup't W. W. ROSS, Fremont:—"They are especially commendable in that **they pursue the natural order of the subject.**"

Sup't H. B. FURNESS, Tiffin:—"They are highly esteemed by our teachers, who believe they are **doing better work** in Geography than ever before."

J. A. SLONEKER, Prin., Trenton:—"The Eclectic Geographies give satisfaction in every particular. I teach Geography by the **topic method,** and have seen no Geography that excels the Eclectic for this purpose."

Sup't JOS. F. LUKENS, Wooster:—"They stand the test of the school room. **The best results attend their use.** The system of Map Drawing is practical, and the results are good maps and increased interest in the study."

Sup't W. R. WEAN, Wellington:—"**No change in school books could be fraught with greater or better results.**"

Pres't DIXON, Willoughby College:—"I think the author has discovered and presented to us the **true method of most successfully teaching this science.**"

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

J. W. BOND & CO., Baltimore.

PROF. WALTER SMITH'S

SYSTEM OF DRAWING,

Cards, Books, Manuals and Models for Examination and Sale at the

MARYLAND AGENCY, 332 West Baltimore Street,

Near Howard.

Teachers and Educators generally are invited to call and examine the System. It is now successfully used in the following places:

Boston,	Springfield.	Chicago,	Providence, R. I.
Concord, N. H.	Detroit, Mich.	Lowell.	Augusta, Me.
Milwaukee, Wis.	Lawrence.	Lewiston, Me.	Minneapolis, Minn.
Newton.	Natick.	Indianapolis, Ind.	Taunton.
Gloucester.	St. Louis, Mo.	Somerville.	Pittsfield.
San Francisco, Cal.	Worcester.	Haverhill.	Washington, D. C.
Cambridge.	Syracuse.	Newport, R. I.	Waltham.
Rochester.	Auburn, N. Y.	Dedham.	Pittsburg, Penn.
Sandusky, Ohio.	Fall River.	Alleghany, Penn.	Lewiston, Me.
New Bedford.	Columbus, O.	Baltimore.	Fitchburg.
Toledo.	Binghamton, N. Y.		Scranton, Pa.

The course has also been placed on the list of text-books adopted for use in the public schools in New York City and Brooklyn.

SPECIAL PRICES GIVEN FOR INTRODUCTORY SUPPLIES.

WM. J. C. DULANY & CO.,

BOOKSELLERS, AND AGENTS FOR L. PRANG & CO., PUBLISHERS.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF
GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

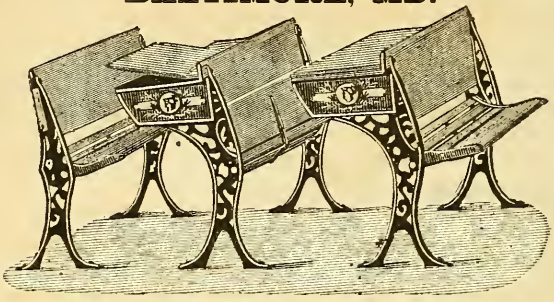
SOPER'S
PATENT SCHOOL DESKS,

MANUFACTURED BY

CHAS. P. STEVENS,

No. 3 South Calvert Street,

BALTIMORE, MD.



SOPER'S PATENT SCHOOL DESKS

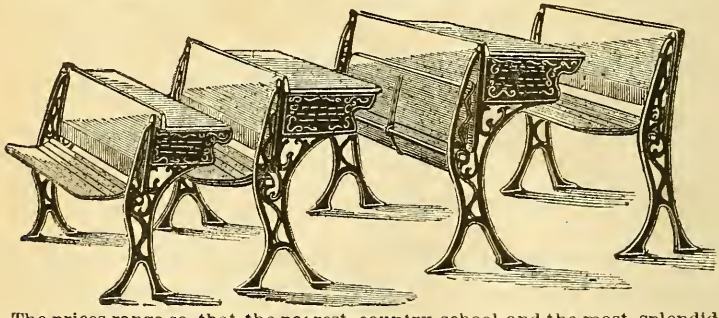
WITH FOLDING CURVED SEATS,

Are no longer AN EXPERIMENT, but have become an established success in hundreds of Private and Public Schools. For durability, economy, comfort, health, convenience and beauty, they are absolutely unrivalled.

They are constructed upon perfect physiological principles, the back of the pupil being correctly supported, while the curved seat greatly contributes to his comfort.

The Folding Seats open an aisle between each row of Desks, promoting the comfort of pupils and securing better opportunity for cleaning the schoolroom.

The castings are very strong and of neat design The Desks are made of thoroughly seasoned lumber, by the best cabinet-makers.



The prices range so that the poorest country school and the most splendid college can be suited.

FULL PARTICULARS or CATALOGUE sent free on application. WRITE FOR ONE.

BEFORE BUYING OTHER DESKS, LET ME MAKE AN ESTIMATE FOR YOU.

CHARLES P. STEVENS,

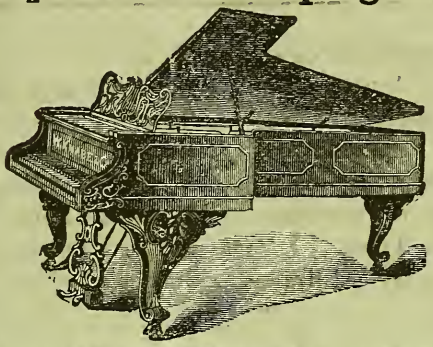
MANUFACTURER OF CABINET AND SCHOOL FURNITURE,

No. 3 S. CALVERT ST., BALTIMORE.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

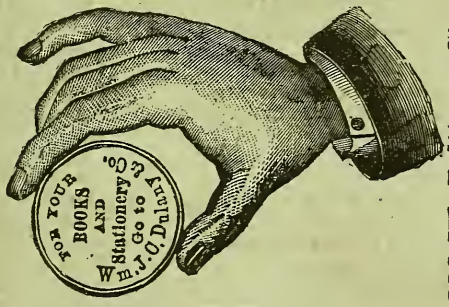
SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.



332 W. Baltimore St. BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

JAS. M. GARNETT, LL.D., Principal.

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

ECLECTIC EDUCATIONAL SERIES.

The Best Books at the Lowest Prices.

McGuffey's Readers and Speller
Ray's Series of Arithmetics
Ray's New Algebras
Ray's Higher Mathematics
Eclectic Series of Geographies
Eclectic System of Penmanship
Venables U. S. History
Brown's Physiology and Hygiene

Harvey's Graded-School Readers
Harvey's Graded-School Speller
Harvey's Language Lessons
Harvey's Ele. and English Grammars
White's Graded-School Arithmetics
Schuyler's Complete Algebra
Schuyler's Elements of Geometry
Schuyler's Trig. and Mensuration

&c., &c., &c.

The Publishers invite special attention to the following

NEW TEXT-BOOKS and BOOKS for TEACHERS' USE:

The Prices quoted are: **I.** REGULAR RETAIL PRICE. **II.** INTRODUCTION PRICE—For first introduction into schools where not already in use. **III.** EXCHANGE PRICE (*one-half retail price*)—For first introduction into schools in exchange for the corresponding old books of other series in use in the schools.

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, to teachers or school officers, on receipt of the Introduction Price.

	I.	II.	III.
WHITE'S MANUAL OF ARITHMETIC (**Just Published**) containing Suggestions, Methods of Teaching, Models of Analysis, and Illustrative Solutions of Problems. Full Cloth	$1.00	$1.00	
SCHUYLER'S ELEMENTS OF GEOMETRY	1.50	1.13	
SCHUYLER'S TRIGONOMETRY AND MENSURATION	1.50	1.13	
RAY'S DIFFERENTIAL AND INTEGRAL CALCULUS	2.25	1.69	
RAY'S SURVEYING AND NAVIGATION	2.25	1.69	
HARVEY'S LANGUAGE LESSONS	.30	.22	.15
HEPBURN'S ENGLISH RHETORIC	1.25	.94	.63
THALHEIMER'S HISTORY OF ENGLAND	1.50	1.13	
NORTON'S ELEMENTS OF PHYSICS	1.15	.84	.58
GOW'S GOOD MORALS AND GENTLE MANNERS	1.25	.94	
DUFFET'S FRENCH LITERATURE	1.00	.75	
KRUSI'S LIFE OF PESTALOZZI	2.25	2.25	
HAILMAN'S KINDERGARTEN CULTURE	.75	.75	
HAILMAN'S LECTURES ON HISTORY OF PEDAGOGY	.75	.75	
THE EXAMINER, OR TEACHER'S AID	.50	.50	
SMART'S MANUAL OF FREE GYMNASTICS	.20	.20	
OBJECT LESSONS, BY LILIENTHAL AND ALLYN	.25	.25	
PAYNE'S SCHOOL SUPERVISION	1.25	1.25	

(A number of the Blank Forms and Reports recommended in PAYNE'S SCHOOL SUPERVISION have been published separately for the use of Teachers, Principals and Superintendent. Send for descriptive circular and price-list.)

PUBLISHED BY

WILSON, HINKLE & CO., - Cincinnati and New York.

J. W. BOND & CO., - Baltimore.

Vol. III. November, 1876. No. 3.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE
A Plain Talk with the Bourbons..	499
English Grammar—When to teach it, and how.....	505
Primary Instruction. By MRS. F. W. CASE.....	508
Music.....	519
Qualifications of a County School Superintendent. By DR. RUFFNER.....	520
The Country School Problem.....	522
Swedish Schools.....	525
At What Age shall Education Begin?.....	527
Examination Questions.....	529
Editorial Department:	
Salaries.....	531
Pensions.....	534
School Commissioners.....	535
"Maryland Day.".....	535
Editorial Miscellany.....	536
Book Notices.....	537

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:
PRINTED BY KELLY, PIET & CO.,
No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.

The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.

Creery's Grammar School Spelling Book.....60 Cents,

Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.

Newell & Creery's Second Reader.....50 Cents.

Newell & Creery's Third Reader.....75 Cents.

Newell & Creery's Fourth Reader.....90 Cents.

Newell & Creery's Fifth Reader..... $1.25.

Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History, with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.
Each.....20 Cents.

Kerney's Catechism U. S. History.....25 Cents.

Kerney's Catechism Sacred History.....25 Cents.

Wilson's History of American Revolution..... $1.50

History of France..... $1.75.

Manual of Catholic Church History..... $1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.

Historia Sacræ.....50 Cents.

Phaedrus.....50 Cents.

Ovid, Part 1.....50 Cents. **Part 2**.....75 Cents.

DeGournay's First Steps in French.....60 Cents.

Fables de la Fontaine.....75 Cents.

Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.

Louage, Moral Philosophy..... $1.50.

The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.

Weekly Report Books for Schools, per dozen..... $1.25.

Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.

Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,

174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. NOVEMBER, 1876. No. 3.

A PLAIN TALK WITH THE BOURBONS.

Come, let us reason together. I admit, without hesitation, that you are faithful teachers, honestly striving to do your best. I acknowledge that you have the traditions of centuries in favor of your methods. You are eminently and respectably conservative. And you have turned out many scholars—at least one in ten—who satisfied your demands and the expectations of their friends, and became good students or useful citizens. You have probably wondered why there were so many failures,—why, among forty promising plants, less than twenty blossomed, and of twenty blossoms less than ten ripened into seed,—but you have not thought that any part of the blame rested on you or your methods. Nevertheless, it is at least supposable that the fault is not all on the pupil's side. It is possible that different methods might have produced better results. Let us look into the question in this spirit.

You have often been struck, I doubt not, with the remarkable contrast that exists between what a child learns during the first four years of his life, when left to himself, and what he learns during the next four with the aid of a teacher. In the first four years he has learned to use his limbs, to walk, to run, to jump, to climb fences, and ride upon chairs; he has learned the qualities of every substance that has been brought

within the cognisance of his senses; he knows what is hot and what is cold, what is rough and what is smooth, what he can lift and what is beyond his strength. He has learned a language, limited but sufficient; he can express all his wants, all his feelings, all his desires; he has a stock of words precisely suited to his ease; he never has an idea that he cannot give expression to; he knows the names of all the family and all their friends; the name of every article of wearing apparel and furniture; he knows not merely their names but their uses; and if he conceives there is a mystery about anything, he never rests till he has explored it. He knows the way to the lumber-room as well as his mother does, and knows the contents of it a great deal better. He cannot read a printed book, but he can read most accurately the human face divine, and knows at a glance when he is to dread a punishment, and when he should expect a reward. Reflect, too, that a great part of this knowledge is acquired not only without your help but against your wishes. Your four-year-old is an experimental philosopher on a small scale and with limited means. He finds out (much to your sorrow) what can be broken and what cannot, what your easy chair is stuffed with, and where to find a little hole that his little finger can make wider. He is an inventive genius, too, he takes great pleasure in re-arranging the contents of the work-basket, finds new uses for his father's razor and his mother's scissors, and delights to array himself in his uncle's vest that reaches to his ankles, and his brother's boots that threaten to swallow him up bodily.

On the other hand, what does he learn during his first three years at school? He makes a very slight addition (not exceeding perhaps ten per cent.) to his stock of words. Of *things* he knows no more—from anything he has been taught in school—than he did when he entered. He can read badly, spell worse, can cipher incorrectly and write illegibly. There is the sum and substance of his three years' labor. But if his acquisitions are limited, is his desire of knowledge stimulated? Unfortunately, the case is precisely the reverse. Small as is his knowl-

edge, his desire of knowledge is still less. He has but two wishes with regard to school—to be there as little as possible, and to learn as little as possible when he is there. Have I overdrawn the picture? There are many exceptions both in schools and in scholars (and every year adds to the number), but your own experience can determine whether the description does not apply to a number of the schools with which you are acquainted.

What is the cause of this difference between the child going to school and the child before he goes to school? Why is it that the process of education seems to be almost arrested by the very fact of his going to school? His curiosity, once so keen, is blunted; his desire of knowledge, once so ardent, may now be represented by a negative quantity. Does the fact (if it is a fact) not lead us to suspect that there must be an error somewhere in our method of education, some violation of nature's laws.

Let us try to estimate precisely what you do with a child at his entrance into school, and for the first three or four years of his school life.

1st. You require him to sit at rest for six hours a day; and for three of these hours continuously. Nature has made motion a necessity for all young animals, especially those of the nobler sort.

> "The captive thrush may brook the cage,
> The prisoned eagle dies for rage."

Even the canary makes some amends for his enforced captivity by incessant movements within the narrow limits of his cage. If he were tied motionless on his perch for six hours a day, very soon the music, and before long the life, would be crushed out of little Dick. But you say, our young scholars do not, as a matter of fact, remain motionless and silent for six hours a day. True, they do not, and I am glad of it. *Naturam furca expellas, tamen usque recurrat,* which may be translated freely: "You may drive nature out with a pitchfork but she will creep in at the back door." The *theory* of the school requires what I have said. And as it is

unnatural and practically impossible to carry out the theory; as arms, and legs, and heads, and tongues will move in spite of theories and laws, the consequence is that the scholar takes his first lesson in art of violating the rules; and long before he has learned anything else he has graduated in that branch of school learning. "Guilty of one, guilty of all." He comes to look upon it as the highest aim of the school boy to do what he ought not, and to omit what he ought to do. The schoolmaster is his natural enemy, his lawful antagonist, and to cheat him is not only no sin but a positive virtue in the school-boys' code of morals.

2. The natural, easy and pleasant process of the child's education is arrested when he is sent to school, and a method at once unnatural, difficult and disagreeable is substituted for it. The home education he has acquired may be briefly described as consisting of three things: knowledge of language, knowledge of things, and power of reasoning. His language he has acquired entirely by imitation; his knowledge of things by exercising his senses upon them; his powers of reasoning by being placed in circumstances that make reasoning a necessity. At school all this is changed. Whatever words he learns (and they are very few), he learns from books. Of things, he learns absolutely nothing, except by stealth and under penalty of the ratan. And his reasoning powers lie absolutely unexercised, for there is nothing to call them into activity. There is no reasoning in such lessons as c, a, t, cat; d, o, g, dog; nor in 7 and 9 are 16, or 5 times 8 are 40. Thus you arrest at once his acquisition of language: speaking is high treason, and even listening is often prohibited; you shut him out or rather shut him in from all knowledge of things, except a rough bench, a white wall, a black-board and a ratan; and you do what you can to deprive him of the power of reason, by withholding all occasion for its exercise.

Now, what do you substitute for all you have deprived him of? The only substitute is a book. You take for granted that until he has learned to read, he can learn nothing; and when

he has learned to read, he can learn everything; and you bend every energy to the acquisition of this one power. Does it ever occur to you that perhaps reading is not the very first thing a child should learn; that he can learn many things both useful and important before he can read a word; that these two things, the ability to read and the desire to read, are very different; and that if we had to choose between the two, the desire without the ability were a much more useful attainment than the ability without the desire?

I have thus endeavored to show that your ordinary modes of dealing with young children are unnatural, physically, morally, and intellectually. You violate the laws of his physical nature by requiring an amount of stillness that his constitution rebels against; you violate the laws of his moral nature by making that to be a crime, which it is impossible for him to prevent; and you violate the laws of his intellectual nature, by arresting the process which Nature had begun, and substituting another, in which *a book* is the only object on which the child's mind can be lawfully employed, and the memory the only faculty that can be called into exercise.

If I have been right in describing the disease, it will not be difficult to find a remedy.

In the first place, the child's physical wants must be cared for by frequent alternations of study and rest; of stillness and motion; of silence and noise. The periods of study should not exceed twenty minutes for young children, and thirty minutes for those that are older; and after every period of study there should be a short period of rest, say five, ten, or fifteen minutes. You have not time, you say, for such an arrangement. We have always time for what is right. Once make up your minds that this plan is the right plan, and you will soon find time for it. And when you have tried it, your experience will differ from that of all other teachers who have fairly made the experiment, if you do not say that your scholars will learn more under the short time system than they did under the long.

In the second place, follow Nature in the order and the method of your instructions. Nature herself teaches us that children obtain the greater part of their knowledge through the medium of the senses. All our knowledge, says Locke, is derived from two sources, sensation and reflection; and although modern metaphysicians have proposed a slight amendment to this dogma of the English philosopher, yet for all practical purposes it may be regarded as substantially true. Now as the senses of children are active, as they take great pleasure in exercising them, as they have already acquired a large stock of knowledge by their use, and as the reflective powers are weak, and hard to bring into operation, it would seem to be only reasonable to make the senses the principal means of early education.

Teach the child to use his hands,—to draw, to print, to measure, to weigh; teach him to use his ears and vocal organs,—to sing in time and tune, to speak with distinctness of articulation and purity of tone as well as with grammatical propriety; teach him to use his eyes; to discriminate colors and form harmonious combinations, to recognize forms and reproduce them, to look up to the starry heavens and behold in the sparkling gems that adorn the brow of night the diadem of Him who made them all; to observe the gorgeous coloring of the summer flowers, and to learn that even "Solomon in all his glory was not arrayed like one of these"; to examine his own body, to understand the functions of its several parts, and to see, in the wonderful adaptation of means to ends, the clearest proofs of the power, the wisdom and the goodness of God. Then when he has learned the alphabet of the great book of Nature, he will be prepared to enter on the study of that other alphabet which will open to his awakened intellect the treasures of his native language.

A wise man will hear, and increase learning; none but a fool is always right.

ENGLISH GRAMMAR—WHEN TO TEACH IT, AND HOW.

The best foundation for the philosophical study of language, as a science, is the ability to speak, read and write the language with accuracy. But, it may be asked, what is the use of any further study of Grammar when this preliminary ability has been attained? The answer may be suggested by asking another question. What is the use of studying any science of which we already know the facts? The main purpose of science is not to discover facts, but to take the facts furnished by observation and bind them together into general laws or principles. Doubtless these laws lead to the discovery of other facts, as well as to a better understanding of facts already observed; still the primary object of science is not to discover or to teach facts, but to show the connexion between them, and especially to trace their relation as cause and effect, or as reason and consequence. Logic does not invent the laws of reasoning. It takes those laws as they exist, and shows their connexion with each other and with the ultimate facts of mental science. The science of music does not invent the laws of harmony; it merely states these laws as they exist in nature, and developes their relation to each other and to certain mathematical principles. The science of astronomy is nothing more than a generalization of the facts ascertained by observation, and an arrangement of those facts as antecedents and consequents. In every science the observation of facts must precede their classification, and the attempted reduction to general laws. It is so in Grammar. When it is rightly studied, the scholar is taught to observe the facts before he begins to reason upon them. But in a sound course of instruction the second is as important as the first. The foundation is not the house, though it is essential to it; and the ability to speak, read and write the English language is not English Grammar, though it is an indispensable preliminary.

At what age should children begin the study of Grammar?

If it is to be taught, as it is in three-fourths of our schools, by committing the definitions to memory and learning the mysteries of verbal parsing by rote, let them not begin at all. The sooner such a stupid and stupefying process is given up the better for both scholars and teachers. It is high time that teachers understood that by mere definitions knowledge never yet entered into a human soul. How much has been kept *out* by them it were vain to calculate. A definition is not a preliminary step in the acquisition of knowledge; it is the very last step. It gathers up the scattered elements of knowledge and rounds them into a compact and portable shape. A thing must be known before its definition can be understood. "The writers on Logic, in the Middle Ages," says Whewell in his History of the Inductive Sciences, "made definition the last stage in the progress of knowledge; and in this arrangement, at least, the history of science and the philosophy derived from the history, confirm their speculative views."

The age at which children may begin Grammar depends more on the teacher than on the scholar. A good teacher can make the study intelligible, interesting and profitable, to a child ten years old, and of average abilities. How? First, *burn the text-book.* This is a *sine qua non.* If a text-book is to be used in the outset, that is to say, if the teacher is not a teacher but a mere lesson-grinder, the scholar should be ten years older; and then with a good book, such as Latham, or Fowler, and good common sense, he may succeed in spite of his teacher. Then, having burned the Grammar, take up a Reader; the First Reader is probably the best to begin with. Analyze every sentence into subject and predicate. Practice writing easy sentences after the same model. Give the scholar a subject, let him find a predicate. Give him a predicate, let him find a subject. Continue the analysis and the composition till the notions of sentence, subject and predicate are thoroughly understood. Then teach him the noun. Let him name all the nouns in the Reader, lesson after lesson. Next teach in succession the verb, adjective, and adverb. This course will take up from three to six months.

Now take up the Second Reader. Teach the different kinds of sentences as they occur. Let the scholar write examples of each kind, after the models in the book. Continue your search for nouns, adjectives, verbs and adverbs. Then teach from the same book, articles, prepositions, conjunctions and interjections, being careful always to show the nature and office of each word as it stands in the sentence.

Take up the Third Reader. Pursue a similar plan with it, and teach also the different kinds of clauses. When the sentences, clauses, and words have been properly classified, begin with the noun and teach its varieties and properties. Follow with the other parts of speech in order. A text-book may now be given from which the scholar should learn the declension of nouns and pronouns, and the conjugation of verbs.

From the Fourth Reader, besides reviewing what has been gone over, teach the Rules of Syntax; deriving them from actual observation of the language, not laying them down *ex cathedra.* Begin and finish verbal parsing in the usual form. Take up the syntax of phrases. Show that what words are to each other in a phrase or simple sentence, the same are phrases or clauses to each other in more complicated sentences. Show that every clause is equivalent to a noun, an adjective, a verb, or an adverb, and parse it as such. Finally point out the relation of sentences to each other in connected discourse.

This course of study will occupy four years, say from a scholar's tenth to his fourteenth year. He may now safely take up a good Grammar and will no doubt read it with pleasure, having had a foundation laid that will do him service in the study not only of English but of any other language.

Some honest teacher will say, This is apparently a very nice plan; if I had a book with the details all arranged I would try it. Ah! friend, that would spoil all. If there is anything good about it (and that there is the writer knows from experience), it is because it is *not* in a book. It could not be put in a book. You might as well try to bottle up the sweet odors of new mown hay. There is a real, but intangible something

about a live teacher, working from his own resources, thrown upon his wits for explanations and illustrations, speaking from the heart to the heart, that can not be imprisoned within the boards of a book.

PRIMARY INSTRUCTION.

BY MRS. F. W. CASE.

A very wide-spread error seems to prevail among parents and teachers, that the first business, for a time the only business, and at all times the chief business, of a primary pupil is to read and spell.

This would seem to be especially true of our ungraded schools. Children from these schools, on being examined for admission elsewhere, almost universally say they are in a certain *reader*, never seeming to think that anything else is necessary to determine their proper standing, and when they are found to be deficient in other things, are mortified and disheartened on being assigned to a room in which the reader used is one they "finished long ago," they say. If these children had learned to *read*, it would not matter so much; for to be able to read intelligently through one book is no mean accomplishment. Unfortunately, one who has learned nothing more in a term or two of school life, has often only learned to name the successive words on the printed page, and that is not reading.

A boy came for admission to my room recently, who said he had been to school, and could "read anywhere in the first reader."

I gave him an easy lesson; and he began spelling and pronouncing as if it were columns in a spelling-book.

One sentence finished, he went through another in the same way and thought he was reading. He could neither write nor print; he had some idea of the forms of the digits; none whatever of their value. What idea of education, or even instruc-

tion, could a teacher have whose labors produced such a result? That she had not neglected him was evident; for he never failed to name a word correctly after he had named its letters.

Public sentiment is responsible for such work rather than the schoolmistress; for too often she is measured by the number of readers through which, in a given time, she can teach the children to pronounce the words.

It used to be one of the directors' rules in our country schools, and something like it may be in force yet, that every child not old enough to use an Adams' arithmetic, an Olney's geography, or a Kirkham's grammar, and, therefore, to learn nothing outside of his reader and spelling-book, should read and spell twice each half day. It was an unheard-of thing to combine the two in one recitation. Reading and spelling had no more connection than grammar and geography; except that it was often necessary to pronounce the letters to learn the name of the word. This rule was for the protection of the little ones, lest their rights should be invaded by the older pupils; and this was supposed to comprise the teacher's whole duty to them, beyond keeping the restless little bodies quiet during the three long, weary hours of each half day. But many teachers have learned a better way, and others still are inquiring: what shall we teach the primary children?

This may be answered to include every child in any school, city or country, graded or ungraded, and in attempting an answer, it must be borne in mind that some things are to be taught at once, for all time, others follow one another in a natural order, and others again are to begin with the beginner, and follow him persistently, day by day, throughout his whole school life.

Among the first lessons every pupil should learn is: How to go to school. And that this does not come by instinct is evident; for in many places we see the scholars rush in pell-mell, toss their hats into the nearest corner, and taking their seats noisily, bustle about some minutes before school work can begin. You will see them idle themselves, and inciting others

to idleness and mischief; interrupting recitations at will with useless questions; running in and out at all hours; and when finally dismissed, bursting from the school-room with a leap and a shout, proving, by all they do and by all they leave undone, that whatever their age, they have never learned how to go to school.

They should be taught to enter and leave the schoolroom in a quiet and orderly manner; to put away and assume their hats and wraps without confusion; to go to and from the class without delay or disorder; to avoid awkward and unhealthful positions in class and seat, and to handle book and slate and pencil in the most convenient and best manner. They should learn to ask questions at stated times only, and each one to attend strictly to his own business.

They must be taught in school what they should learn at home, but what observation shows they have not learned, how to avoid needless exposure; to protect themselves against the weather; to avoid hurtful plays; to keep out of danger (this especially in crowded cities); and to go directly to and from school without interfering with their neighbors' rights and privileges. They should be taught to use their own things carefully, and not to injure or deface any thing; whether their own, their neighbors', or the school property. Habits of neatness and order should be carefully inculcated, and no slip-shod work should be tolerated.

They should learn to be helpful to one another, and now while it can be done without the awkward bashfulness of later years, the boys should be trained in that chivalry to the other sex which helps so much to mark the distinction between the gentleman and the boor.

And while the boys are learning this lesson, it is none too soon for the girls to learn that this championship is theirs by courtesy, and not to be exacted as a matter of course without a courteous acknowledgement.

And the whole code of good manners should be observed in every school, not merely because it is proper in itself, but because many pupils will never learn it elsewhere.

It is surprising that many children from families belonging to "what are best society is pleased to call our best society," are often ignorant of the simplest rules of common civility. These children in one way or another may gain some knowledge of etiquette, but a large class will not have even this poor substitute to fall back upon.

I have dwelt upon this first division of our subject, because the details are so often overlooked or neglected.

You will find small provision for them in any course of study and still less recognition in the time table, yet they are no less important than those therein provided for; some being subordinate to the school work indeed, but without which it can not go on successfully, and others so important in themselves that no thoughtful, conscientious teacher can neglect them.

Under the second head, I include those things which though having a direct bearing upon the regular school work, and without which it can make no progress, are yet not a part of it.

First under this head, habits of attention and obedience. By the latter I do not mean the obedience which belongs to discipline—that of course—but that which belongs to class drill.

A large part of the earlier work in primary teaching consists of directions from the teacher to be followed by the pupils. Many a child is called stupid when it is only that he has not learned to hear with his understanding, nor bend his muscles to the obedience of his will. It may be the muscles of the eye that will not turn it and hold it as directed, or of the mouth bidden to twist it into the proper shape for the unwonted sound, or of the hands that cannot guide the pencil over the crooked paths of letter and figure.

It has been said that when we have secured this attention and obedience our work is virtually done. Possibly, if we are content to make mere copyists; but the thinking teacher is above all things anxious to have thinking pupils.

To teach children how to think—to think for themselves—to think to some purpose, and to form the habits of correct

thought is a problem that may well demand our careful attention.

When we see around us men of genius, men of thought, who by their wild vagaries have made shipwreck of faith and a good conscience; men who put bitter for sweet, and sweet for bitter; men from whom better things might have come under careful guidance, we may well shrink abashed and ask who is sufficient for these things.

And if it be objected that this belongs to another branch of our subject, I answer by pointing to the noted men of the present time, and the recent past whose influence has been most baneful, and ask if it were not the intellectual side of their nature from whence the mischief came?

See to it then, fellow-teachers, that as far as in you lies, your children are taught to think, and to form the habits of correct thought.

Closely allied to this and next in importance is teaching how to study.

Children are seated book in hand and told to study. Directly their eyes wander from the meaningless page, and again they are sharply bidden to study—they come to recitation with an unlearned lesson, and are chidden because they did not study; and so in one form or another a dozen times a day. The fact is they do not know how to go about it.

If the teacher of the little ones would make a specialty of teaching how to study, as much as if it were a reading lesson, the frequent question, how do you keep your children busy? would find a partial answer.

How to remember, all will agree is a most needful lesson to learn. The various treatises, more or less profound, we may have read on the improvement of the memory, seem of small use here. Yet they may throw out hints which, modified and simplified in the hands of the earnest teacher, will assist her in teaching her scholars how to remember.

We come now to the third and last division of things to be taught in primary schools.

First in time and importance; Language Lessons. These divide into two branches which run side by side, seemingly having different purposes, but at last meeting in a common channel. At least they meet theoretically; too often the one is practically no help to the other.

The one teaches the child how to use and express his thoughts; the other leads to the study of the science of grammar.

That these two branches do not always unite may be proved by listening to the recess talks of a knot of pupils who have reached their ninety and one hundred per cents, on their last grammar papers.

Language lessons embrace, first, conversational exercises. That every error in grammatical construction, every incorrect use of words, every improper pronunciation should be noticed at once can hardly be questioned. Nothing short of the utmost perseverance will serve to eradicate the pernicious habits of speech our children have acquired before they come to us.

If no teacher would pass by an error without correction, very much would be done toward improving our spoken English.

But I did not mean these corrections by conversational exercises. I meant little simple talks about various things (not object lessons), to teach the child how to express his ideas and give him command of language. He should be encouraged to tell little stories of what he has seen done, and when he can write and spell—ask him to write the story—just as he has told it, and you have a composition without any groanings or tears.

Second. Copying exercises. These are of great value to the little children, to fix correct habits of spelling, punctuation, and capitalization. Every lesson copied from book or board should be a language lesson, not merely a writing lesson, or still less something to fill up the time. The slates should be examined and criticised in this and all like exercises, or mischief will follow in the formation of bad habits, instead of the fixing of good ones.

Third. Correction exercises, to be used sparingly and cautiously. *Incorrect forms should not remain before the eye long enough to make a permanent impression on the mind.*

Fourth. Dictation exercises, both as tests and drills.

Fifth. Filling blanks with a given class of words; as subject, predicate, or phrase, to be extended until it reaches a text-book in grammar.

Sixth. Composing exercises, which if carefully extended will gradually grow into a full-fledged composition;—little sentences—oral, until the child can write and spell,—given within a limit, as naming the objects in the room, then the materials of which they are made, or their qualities—always in complete sentences (not as object lessons to develop some idea, or to teach him something he does not know), but to express ideas already developed, and to tell what he already knows.

I have touched upon methods in language lessons; how to teach, as well as what to teach, by way of hints to that large class of earnest teachers who are isolated from their fellow-teachers, and destitute of supervision, seeing the need of this sort of teaching; yet scarcely know where or how to begin.

In deference to the popular will, we give reading and spelling at least the next place in our curriculum; but when the kindergarten comes to be a part of our common schools, reading and spelling will be shoved much farther on.

It is one of the signs of the times, that the thought is growing, that reading should be taught, not to make elocutionists, but to enable the reader to gather the ideas from the printed page, for his own use.

Elocution as a fine art is very well, but that should be neither the primary purpose in teaching reading, nor any purpose in teaching primary reading, and it is to be hoped the time will come when a little child shall not be set to read a sentence until he comprehends the idea contained in it. Then he will read it correctly as a matter of course, if his lesson is wisely chosen.

Let everything be excluded from our primary reading lessons, but the simplest narratives and conversations. Let the words chosen and language used be such as the children talk when not swayed by strong emotion.

We are making great progress in this direction, but have not reached perfection yet.

We hear much nowadays of the phonic method of teaching reading, which is not a method of teaching reading at all, but a method of teaching new words, and so far from teaching spelling—as some seem to think it does, it may be very mischievous in its effect upon orthographic spelling.

Phonics should certainly be taught, but whenever a word containing silent letters is spelled by sound, each of these letters should be named and its position in the word stated.

Phonics should be used in teaching new words, and as a necessary aid to good articulation and correct pronunciation; and should be taught through all the primary grades. It must not however be permittted to encroach upon the time needed for orthographic spelling.

Whether it is possible to teach orthography by any use of phonics, with less outlay of time and trouble, and with greater certainty as to results than any or all of the old methods, is an open question.

Our short experience with it would seem to indicate that such a result has not yet been reached by any present use of it.

The old-fashioned way of learning to spell by naming or writing the letters in a given word, should begin with the beginner, and not only follow him through his school course but through his whole life; for our late experience has taught us that very few of us can spell. If we could once, it did not follow that we could last winter; and we learned that constant attention to spelling is needed if we would not find ourselves behind the times.

Primary spelling should be chiefly confined to primitive words in common use. It is too common a mistake to teach long lists of "ations" and "bilities," and to leave the child uncertain as to "too" and "there" and "weak." If our eastern friends who are stirring up the question of spelling reform succeed in turning things topsy-turvy, it is possible that the labors of future pedagogues may be lighter than ours, but we may not relax our efforts in the delusive hope that any royal road to spelling will be built in our day.

Penmanship should begin with reading and spelling—indeed it *ought* to precede both. The child should be taught to write a word when he has learned its name, and before he can use it in a sentence; and having learned to write correctly, he has practically learned to spell it, even though he does not know the name of a letter.

Too much care cannot be given to positions and pencil holding, in order to establish correct habits and to prevent the formation of bad ones. Everything should be made subordinate to this whenever the child is using his pencil, until the right habit is fixed.

This is another thing which seems to be entirely neglected in many schools. Progressive teachers, who are ambitious to do the best work and keep up with the times, will see to it that penmanship is taught in the lower grades.

"Making the figures" seems to be about the limit of the child's knowledge of numbers before he is presumed to be ready to enter upon the "Third Part" (to use a common mode of speech).

It would seem that its being a third part might suggest the idea of first and second parts, but in many schools neither are these used, nor is any preparatory instruction given before this text-book is placed in the pupil's hands.

No child, not too young to go to school, is too young to begin his mathematical education. With the forms of the digits he should learn their uses and values.

Whether we should follow Grube's method and teach everything about the notation, numeration, addition, subtraction, multiplication, and division of the number one, before teaching anything about two, and exhausting two in a like manner before taking up three, is a question open for discussion. At any rate, not only addition and subtraction, but multiplication and division should be taught before the close of the child's first year in school.

Ideas of distance, direction, place, and position, followed by the geography and map-drawing of the schoolroom, playground,

and city or neighborhood, extended until a text-book becomes necessary, should be given in the simplest form at once.

The same ideas introductory to that cultivation of the hand and eye which every one needs, whatever his position in life may be, can be taught with the better results the earlier they are introduced.

These find their greater development in the systems of free hand and industrial drawing becoming so deservedly popular.

And let none of us neglect to cultivate that love of beauty which is a part of child nature. Beauty of form which may be brought out in every piece of work that comes from the hand of the child, whether it be an exercise in drawing or penmanship, copying a spelling lesson or working a problem.

Beauty of form, not only, but beauty of sound as well, whether in note singing or rote singing, reading, speaking, or or vocal drill.

No child should pass through the four or five years assigned to the primary course, without having a love developed, and a foundation laid, for the study of the natural sciences.

Botany, physiology, and zoölogy, are high sounding titles to give to the studies of our little ones, but in all we have considered there is nothing to awaken an enthusiastic love of knowledge like these things in the hands of a skilful teacher.

Not many teachers now remember the "Infant Schools" of forty years ago and more; the kindergartens of those days. In all the lessons of my school life, I look back to none with such fresh remembrance as to the charming illustrations given us there in almost every branch of natural science.

Infants we were, but no experiment in physics in later years gave half the pleasure, or left the vivid impress of that one where we stood around the bowl with eager eyes, to see the wondrous lifting of the silver quarter, by the magic of the refracting water. Who shall say that children may not have their rights? That they too may not have a peep into the hidden things of nature?

In the foregoing summary of what belongs to primary teach-

ing, I have not specified object lessons, because I found no special place to put them.

Object teaching spreads itself out over the whole primary course, penetrating every crack and crevice, and filling every nook and corner. It is not to be crowded into one line of the time-table, nor compressed into a single half hour of the day, but is found in every exercise of every day.

And from the lowest primary to the highest class in the high school, from the heart of the city to the utmost verge of the most rural district, it holds its place in the work of every true teacher.

Of moral training I have made no mention. Let us call it by its right name—religious teaching—for, explain it as you will, the fact remains that all our so called moral training is based on the religion of the Son of David.

It is the foundation stone and the crown of glory of the teacher's work; but the theme covers so much, it is so long, and high, and broad, and deep, I cannot handle it here.

One word to those who are not afraid of it under its true name.

If we heed our Great Master's precept "Be ye wise as serpents," we may teach what we will of the great truths of our religion with all the world for witness, and none shall dare, or wish to hinder.

But neither our pet sectarianism, nor Protestantism, nor Christianity, nor even religion can be driven into men, nor into children by force.

The wisdom which is from above is first pure, then peaceable. —*Ohio Educational Monthly.*

THE highest art conceals art.

SILENCE does not always work wisdom.

LEARN first to show piety at home.

THOUGHTS are but dreams till their effects be tried.

MUSIC.

During thirty years vocal music has been taught in the Public Schools of Baltimore, Professors have been annually employed, and paid, I will not say *liberal* salaries. Pupils have been praised for their attainments in this beautiful and sublime study; which is at once a pleasing art, and a profound science.

In view of such facts, the number of distinguished teachers, both ladies and gentlemen, unable to impart this, now common branch of a common school course, is, to a reflective mind, truly startling. Even in primary schools having three or four assistants, it may, and often does, fall upon one to teach all the music. I say *teach,* because the visit of the Professor once in two weeks, though stimulating to the pupils, would prove of very little practical use, without the systematic rehearsals to which they are subjected during the intervals.

The assistant selected to perform this duty is held entirely responsible for her own class; also, for the musical improvement of every other; while those with whom she exchanges, are totally free from care, with regard to her class, and to music. Most of our assistant lady teachers are graduates of the Baltimore High Schools, and if the professors of music signed their diplomas, they must have received instruction in vocal music and passed examinations therein. What reason then can they give, for their inability to superintend the daily vocal practice of little primary school children? To say that it is painful to a delicate throat or chest, will not do; because, very little, if any, singing is required on the part of the teacher, in classes above the fourth grade, if she thoroughly understands her business. If she do not, she should steadily apply herself to the attainment of that thoroughness which is requisite in order to teach the rudiments of any science with such exactness as is justly due, not only to the subject itself, but likewise to the young and confiding beings committed to her charge.

A moderate and judicious exercise, daily, on the sounds of

the musical scale, is rather beneficial than injurious; expanding the lungs, enlarging the chest, and imparting power and flexibility, if not sweetness of tone, to the voice.

Health may be impaired, or even lost by abuse or inactivity of that wonderful natural instrument, which art cannot perfectly imitate, and which is capable of every variety of sound, but no detriment can result from its proper and well-timed use.

There are those who say they cannot tell one sound from another. To such, I say, go to work and learn. The ear, as well as the voice, is susceptible of cultivation, and if you have neglected to educate that pretty, intricate, "least understood" little member, whose outward adornment, you have probably *not* forgotten, *no* time is like the present for beginning to correct your error. I speak of, and to primary teachers, because I am one of them, and have, at present, no prospect, no ambition, beyond this humble station. It is, in my opinion, highly essential, that all assistants, especially the younger ones or those about to enter the field, whether young or not, should bring their minds to a wise and careful consideration of this important subject. ZELOSO.

QUALIFICATIONS OF A COUNTY SCHOOL SUPERINTENDENT.

BY DR. RUFFNER, STATE SUPERINTENDENT OF VIRGINIA.

1. He should be not only free from immoralities, but he should be morally above suspicion. There should be nothing in his habits of speech or conduct which would be offensive to good people.

2. He should be an educated man. It is desirable that he should not only be familiar with the ordinary branches of a primary education; that he should be a good speller, a good reader, and a good writer, but he should be a man of higher attainments also.

3. He should be a man of mind, of good common sense, of prudence, of good manners and refinement of character.

4. He should be an energetic man, of active habits, and of high administrative ability. It is desirable that he should be a good speaker and a popular man.

5. He ought to be a sincere and genuine friend of our Public School System, and one who would be likely to feel a strong interest in his work.

6. He should be a systematic business man, because he has many accounts to revise, many reports to read, to digest, and to make.

7. His avocations should be such as to give him abundant time to attend to the duties of the office, which, for their proper discharge, really need the entire time of the Superintendent. He not only has to supervise every school board, every teacher, and every school-house; but he is the court of appeals and the general referee in all of the matters pertaining to the system.

8. I have reserved to the last a point on which I desire to lay stress. The Superintendent ought to be practically versed in school matters. He really occupies the relation of principal to all the schools of the county, and should feel as much at home in the school-house as in his own family. His duty is not only to license teachers, but to be constantly engaged in improving his teachers professionally. Hence he must have been a teacher himself, and a good one.

In some cases it may be best, owing to a want of suitable candidates, to dispense with this qualification; but it is unfortunate for the county when it has to be so.—*Educational Journal of Virginia.*

He that sips of many arts drinks of none.

To be proud of learning is the greatest ignorance.

A picture is a poem without words.

THE COUNTRY SCHOOL PROBLEM.

We hear so much now-a-days about what the stump-speakers are pleased to call our glorious Public School System, its origin and traditions, its abounding merits and superabundant advantages, the good it has accomplished in the past, and all the great ends to be attained through it and by it in the future, that we are apt to conclude, with Senators Morton and Oglesby, that we have not only the best Civil Service in the world,—but also the best Public School System.

There are always to be found persons so skeptical as to doubt even a Senator, not to mention the political orator, and we confess ourselves among the number of persons who believe the school system of the United States exceedingly defective, popular opinion to the contrary, notwithstanding. This is especially true as regards the country schools, and the country school problem being now a subject of so much discussion, we shall venture to express our own ideas thereon.

Our school system suffers by comparison with the school system of most of the European nations in the following particulars: the qualifications of teachers, and school officers; the length of time during which school is sustained in any one year; the want of completeness or unity in the system; and the rotation in positions of teachers.

In no other country is it possible to find the teacher so deficient in all the necessary qualifications for the profession, as in the United States. They too often lack not only the training, but also the education necessary to render them efficient. The typical Irish school-master of a century and a half ago, as described by his pupil Goldsmith, could joke and frown, write and cipher, measure lands and predict the occurrence of the tides, and some even believed that he could gauge. It would take a surgical operation to get a joke into the head of the average country school-master, and if he can write it is doubtful whether he can spell, and as to measuring land, he could

probably tell the dimensions of a grave-yard lot, but it is doubtful if he could ascertain the area; and certainly no person could be found to suspect him of ability to gauge. The truth is the ranks of the country school-master have been, and are now recruited from among the large class in this country who are affected with that most dangerous of diseases, a little learning, and comprise broken down preachers, quack doctors, bankrupt or lazy farmers, and superannuated old fossils who fail at everything, and end their days in trying to teach the young idea how to shoot. It is true that among the country school masters may be found some young men of more than average education, but these take to the profession for a time, waiting for something to "turn up." To this latter class belong the future lawyers, physicians, clergymen, etc., whose energies are more devoted to their own studies than to the promotion of a desire to study in their pupils. The position of teacher is too precarious for any person of fair ability to make it a profession, and the salary paid is entirely too small. School directors are chosen almost entirely with regard to their personal popularity in their own districts, and too frequently possess little qualifications to render them respectable or useful in the discharge of their official duties. In Prussia, where clergymen of the Lutheran and Catholic churches are the school managers or directors, these clergymen have to go through a course of training in the Normal departments of their respective theological colleges, in order that they may be fitted for the discharge of their duties as school directors. Our State colleges although part of the public school system afford no such facilities. As with directors so with county superintendents, they are chosen because of their political affiliations, and not because of their knowledge of pedagogy, and when elected, the parties who helped them to obtain the office are rewarded according to the maxim, "To the victors belong the spoils." Thus, to some extent, the best Public School System in the world, like the best Civil Service system, is prostituted for party ends.

The length of the "school year," so-called, is too limited,

being an average of six or seven months. Even in the cities of New York, Chicago, Boston and St. Louis, with their almost faultless system of schools and excellent methods of instruction, what results could be accomplished by a six months' school term? How is it to be expected then that one teacher can accomplish much in this time, teaching twenty-five classes a day?

The position of the teacher, depending as it does on the whim of some local ignoramus, can but have a bad effect on the schools, as the teacher, to keep his place, has to subordinate his methods of teaching, the course of instruction, the school discipline, and even his private conduct, to the desire to please the directors. The schools lack completeness in beginning and ending as they do in most cases with the district school. In most European countries having any pretensions to an educational system the order is district or village school, high school or academy, and college. Teachers in city schools know that the best incentive to study in the grammar schools is the desire to attain the proficiency necessary to enter the high school. The pupils in most district schools have no such incentive and only too often pursue their studies listlessly and mechanically, in consequence.

What is to be done to remedy all these defects? The first thing to be done is to do away with the abominable system of local control, abolish the district system, and with it the directors and the county superintendents. The school system of each State should be uniform and under control of a State Board of Education consisting of one member from each congressional or judicial district in the State appointed by the Judges of the State Supreme Court. Examinations of teachers should be conducted solely by the State Board of Education, assisted by the State Superintendent of Public Instruction, who should be appointed by the State Board. Schools should be graded according to the attendance, and none but teachers holding certificates of the first grade should be appointed as teachers of first grade schools. Special examinations should be held for teachers of high schools. All appointments of teachers should be

during good behavior, and salaries should depend on classification, part of which should be paid by the State and part by local taxation, although it might be found better that all should be paid by the State. District boundary lines should be entirely wiped out and schools should be consolidated so as to lessen expenses. For every five or seven district schools there should be a high school, the standard of admission to which should not be too high, so that the district schools may be relieved of the larger scholars and the number of classes thereby lessened. The time during which the high school should remain in session might be so arranged as to give the larger boys a chance to assist their parents during the busy season of the year. The local control of the schools need not be entirely lost, but vested in some person as manager chosen by the member of the Board of Education representing the congressional district. This local manager to have the appointment of the teacher, or veto thereon. We shall not further enter into the details of the plan which we have thus far sketched so as to give rise to criticism.—*National Teachers' Monthly.*

SWEDISH SCHOOLS.

In Sweden the schools are national, under the supreme management of the king, aided by forty-nine inspectors, each appointed for a term of five years. The schooling of the children generally begins with their seventh year, and lasts until the fourteenth. By the age of nine, if the child has had no instruction, it then becomes compulsory. If the parents are not able, through poverty, to dispense with the child's labors, the country pays for the time the child is in school. If the parents are obstinate in the matter, the children are placed in other hands, and educated at the expense of their parents. The time of instruction is from five to six hours a day, with intermissions between the hours. The school year is nine months, divided into three or four terms. The branches taught are

history, geography, geometry, drawing, religion, ciphering, reading, writing, singing, gardening and gymnastics. The compulsory-educated children are, however, only required to pass an examination in reading, religious knowledge necessary for confirmation, writing, counting and singing, if the child has an ear for music. No teacher is hired for the *common* national schools (there are *higher* national schools) unless he or she is of twenty-one years of age, and has gone through a seminary. The salary is provided by law to be not less than 500 krona-pieces, equal to $139 gold, and thirty-six bushels of grain. In addition to this, every male or female teacher shall have a good room, furnished with apartments and fuel, and, besides, a piece of land for raising vegetables. After five years faithful service, the salary is raised to the amount of $167 gold a year. At the age of sixty, the teacher retires with a pension. Besides these *common* and higher national schools, there are normal schools, schools for the deaf and dumb and the blind, universities, elementary schools, and technical schools. In the last three mentioned, the course is extensive, equal, if not superior, to our best colleges. There is, also, a Forest Institute, established at Stockholm, for the purpose of imparting knowledge in reference to the cultivation of forests, and giving an insight in huntsmanship. The course lasts two years. In addition to other valuable information derived from a conversation with the director in charge of the display, and from the writings of the learned Dr. Sidenbladh, we have only space to say that in every higher school there is a library open alike to student, teacher, and every resident of the district. There are, also, no boarding-schools. Scholars must board with private families or live at home. After a careful study of the educational system of Sweden, we are satisfied that it has many features worthy of our imitation.—*Our Work.*

When flatterers meet, the Devil goes to dinner.

The lips of the wise dispense knowledge.

AT WHAT AGE SHALL EDUCATION BEGIN?

The training of the mental powers is not wholly dependent upon the formal efforts at teaching that are made either at home or at school. The brain of a child must of necessity be active from the moment that he comes into this world of wonders. New impressions crowd upon him every hour. Problems are presented to his undeveloped faculties which tax them to the utmost. His knowledge of language being small, he is unable to gain from others an adequate solution of many difficulties. He must work out much for himself, and in doing so he is submitting to a course of discipline quite as severe as the later discipline of the school.

If parents oftener realized this, they would be less impatient for the school-life to begin. The stimulus provided by an infant's strange surroundings does not need the addition of artificial incitements. Nature is a better guide than any other pedagogue, and she prompts the child to overwhelm its parents with questions. The facts that lie nearest to every-day life are the first that should be made familiar, and these are those that first awaken his curiosity. He has no call as yet for the multiplication table. Let him exhaust the unwritten catalogue of the house, of his father's shop, of the meadow-lot and brook, before he is introduced to the alphabet and the spelling-book. The time is not lost during which he is observing the qualities and relations of the thousand material objects about him, even though an abstract idea do not enter his head until he is ten years old. The more extensive and minute his concrete information, the broader is the foundation for the building up of his reasoning powers, when once the process has begun. In fact, the longer this process is deferred, within obvious limitations, the more rapid will be its progress, in most cases.

The wisdom of the Kindergarten method lies largely in this, that it occupies the mind of the young child with thoughts belonging to its stage of development. It excludes those

abstract reasonings which are natural to maturer minds, and which, in our forgetfulness, we are prone to thrust upon our children prematurely. And if the Kindergarten rendered no other service, it would be abundantly justified by this saving of the four-year-olds from the deforming and forcing influences of what we call primary education.

The great practical obstacle in the way of judicious management in early education is the relief desired by many mothers, who find the care of young children, through every hour of the day, inconsistent with the proper discharge of other household duties. We have heard women assent to the suggestions above recited, who in the next breath would say, "But I cannot have Georgey and Susan about all day; so I send them to school and get a chance to do my sewing and get the dinner." Far better would it be if a number of such mothers would hire a suitable person to take charge of their little ones three hours a day, with the express understanding that she should *not* teach, except to answer their questions, and to make them quite familiar with external objects. Alphabets, and all the material of the school-room, should be excluded. Activity, such as all healthy children naturally delight in, should be the rule and method of the place. The "gifts" of the Kindergarten could be introduced with profit, even if the system were not exclusively adopted. We believe that such an arrangement would produce better results than the present one, of turning children into a school unfit for them in order to escape the burden of continuous care.

There is another consideration which should have very great weight with parents, the relation of early training to physical health. Far better were it to "neglect" a child's education for several years, if by that means he should be led to fortify his constitution by superabundant exercise in the open air, and by comforming, first of all, to the laws of hygiene. That a sound body is one of the conditions of a sound mind is generally admitted, but few understand how entirely dependent the brain is, for healthy action, on the rest of the physical

organism. Far rather would we risk a child's chance of happiness and usefulness by postponing his school studies until he was ten years old, and prescribing for him only a moderate devotion to books for several years thereafter, than by shutting him up to study at four or five, and allowing him thenceforth no other physical activity than such as he could secure out of school-hours. We do not suppose that so long a postponement would often be necessary, but parents should carefully study the physical conditions that surround their children, and maintain the wisest course, at whatever sacrifice. They will be more than repaid for any temporary disappointment of their fond ambitions by the subsequent vigor of the child's mental pursuits. Sustained activity can only come when there is a reserve force, but reserve force can only be accumulated when the methods of Nature are followed, and the energies which are to be exercised in after life are developed in due order and proportion.

To answer the question at the head of this article categorically would be foolish. There is no department where the proverb, "circumstances alter cases," is more inflexibly true than in that of education. But it is safe to say that the majority of parents are in too much haste to have their childen begin book-study, and that maternal convenience and paternal pride should be set aside in favor of the absolute requirements of true mental development.—*Schermerhorn's Monthly.*

EXAMINATION QUESTIONS.

The following are the questions proposed to candidates for admission to the Female High Schools of Baltimore this year:

Grammar.—1. Define Ellipsis and Synthesis, and give an example of Ellipsis. 2. Correct this sentence: *He said that he would dare any man mount the horse that he had captured.* 3. Correct this sentence: *There is a majesty in simplicity, which is far above the quaintness of writ.* 4. Write a compound sentence containing not more than ten words. 5. Write a complex sentence, containing a compound subject. 6. Give the

rules for the proper use of the relative. 7. Correct this sentence: *He was greatly interested in the persons and the animals which he saw.* 8. Correct this sentence: *The name of a Roman was once a synonym for greatness.* 9. Write an adjective, adverbial and infinitive phrase. 10. Name the different cases of the nominative independent, illustrating each by an example.

PARSING.—Parse the words in italics:

"A happy *lover* who has come
To look on her that loves him well,
Who lights, and rings the gateway bell,
And *learns* her *gone*, and far from home,

"He saddens; all the magic light
Dies off at *once*, from bower and hall,
And all the place is dark, and *all*
The chambers *emptied* of delight.

"So find I every pleasant spot
In which we *two* were *wont* to meet,
The field, the chamber, and the *street*,
For all is dark where thou art not."

GEOGRAPHY.—1. Name the principal cities in Prussia. 2. Name the capital of Turkey, Persia, China, and Japan. 3. What are the largest rivers in Russia, and into what do they flow? 4. In what part of France is Paris, Havre, Lyons? 5. How do you determine the longitude of a place? 6. In what latitude is Baltimore, New Orleans, London? 7. What is the largest river of Maryland? 8. Which are the principal manufacturing States in the Union? 9. Which are the most important commercial points in Illinois and Minnesota? 10. What geographical advantages does the State of Maryland possess?

ARITHMETIC.—1. At what rate per cent. must $600 be put at simple interest from 9th January, 1860, to 21st March, 1864, to amount to $726. 2. If I sell an article at a loss of 20 per cent. and lose 4 cents, for what must I sell it to gain 40 per cent.? 3. A piece of cloth is 4 yards long, and 2 yards, 6 inches wide, how many rectangular pieces 3 inches long and 2 inches wide may be cut from it? 4. If 9 horses can plough 46 acres in $5\frac{3}{4}$ days, how many acres can 54 horses plough in 7 days. 5. What is the value of 46 gal., 1 qt., $1\frac{3}{4}$ pints of beer at 30 cents a gallon? 6. What decimal fraction multiplied by 175 will give the sum of $\frac{1}{4}$, $\frac{16}{25}$, $\frac{43}{50}$ and $3\frac{1}{2}$?

DEFINITIONS IN ARITHMETIC.—1. What is a fraction? 2. What is the least common multiple of two or more numbers? Give an example. 3. Give the rule for reducing a mixed number to an improper fraction. 4. How do you change a decimal to a common fraction? Give an exam-

ple. 5. How do you reduce one denominate number to the fraction of another? Give an example. 6. What is the effect of annexing a cipher to a decimal? 7. What is the rule for Reduction Descending? 8. Give the table of Cubic Measure. 9. Define Interest. 10. What is the product of the extremes of a proportion equal to? Illustrate this by an example.

Music.—1. What is the signature of A flat major? 2. Which notes are effected by the flats? 3. State key-note of No. 100 Chart. 4. State which notes are sharped. 5. Give the syllabic names of the upper notes of this number. 6. Where does the accent occur in $\frac{4}{4}$ time? 7. Where does the accent occur in $\frac{6}{8}$ time, if you count 6 beats. 8. Define the terms, piano and forte. 9. Define the words, Andante and Allegro. 10. Name the following intervals: *c* to *f*, *d* to *b*.

EDITORIAL DEPARTMENT.

Salaries are tending downwards everywhere, and teachers' salaries are no exception to the general movement. In the rise of nominal values produced by the issue of paper money during the war, their salaries were the last to be affected by the change, and at no time or place was the increase great enough to maintain the equilibrium. Teachers were therefore entitled to expect that the reaction would be slight, and that they would be the last to feel it. This reasonable expectation has been justified, and had the salaries before the war been at all adequate, and had the nominal increase during the war been in proportion to the diminished value of money, no objection could be made to a reduction, now that prices have shrunk almost to ante bellum rates. But as the conditions are precisely the reverse, the mere fact that the cost of living is less now than it was some years ago will not justify a reduction of wages without a careful consideration of all the circumstances of the case.

It is often taken for granted that the salary of a teacher is a matter which concerns simply himself and his employers; that what they choose to give and he chooses to accept is nobody's business but their own; that the relations of a school board to the teachers employed by them are precisely the same as the relations between master and servant, or the employer and the employed in any private business. Yet a little reflection will show that this is a great mistake. Let us state both sides of the question. It is argued on the one hand that a master mechanic not only may, but as a business man, *should* discharge one of his workmen and employ another who will do the same work for less wages; and so a school board may (and in justice to the public whose money they expend *should*) pay the lowest salaries that teachers will accept. We say on the other hand

that while a private employer may (and probably should) get his work done as cheaply as is consistent with having it done well; yet the duty of a school board is to pay fair salaries without inquiring whether the work could be done as well by other parties (or by the same parties) for less. The difference between the two cases is this: the private employer has nothing to think of but his pecuniary interests; as a business man he has only to determine how to get his work done well and at the lowest rates, for if he pays more than market price his business will in the long run be ruined. But the school boards of the State have nothing to do with making or saving money; they are the guardians in their respective localities, of the educational interests of the State, and so far as the expenditure of money is concerned their relations are precisely the reverse of those of the private employer. For as the business of the latter will be ruined by paying more than market rates for labor, the business of the former (the school boards) will be ruined by paying less than the highest rates that their means will afford. The question with the one is, what is the minimum wages for which the work can be done; the question with the other ought to be, what is the maximum that they can afford to pay.

This seeming paradox may require some elucidation. Were the interests of the school boards local and temporary, that is, were they confined to a single place, and to their own term of office, the ordinary laws of political economy would be as applicable to them as to any other persons who employ and pay for labor. But, as has been already mentioned, they are not merely employers of labor but the guardians of the educational interests of the State, and it is their duty to take care that their action in one locality does not injure the schools in another, and that their economy for the present does not involve ruin in the future. Here lies the great difference. The private employer is not bound to consider the interests of other employers in the same business. He is their rival, their competitor; if his way of doing business proves ruinous to them it is no concern of his; *væ victis*. A. T. Stewart is said to have laid the foundation of his vast fortune by crushing out competition. But a school board is a part of a great *solidarite* and must work, not in competition, but in harmony with the other parts of the organization. Again, a business man considers present interests only. This is not absolutely true, but the uncertainties of commercial and manufacturing life are too great to warrant men to submit to any great present loss for the sake of future gain. On the other hand it is the duty of our school authorities to see that the future is not sacrificed to the present, and that due provision is made for carrying on the work of education, not only in the immediate but in the comparatively distant future. We build houses and plant trees, not for the present generation only, but for the next; and every one acknowledges the propriety of doing so. Suppose we should so manage school affairs that while the next generation should have school houses they should have no school teachers, ought we to be congratulated on our sagacity, even though we could show that some money had been saved (?) by the course pursued?

The reduction of salaries to the lowest point at which teachers can be procured means in the not distant future, either the extinction of the schools or a great increase in the expenditure. In several counties of this State the school boards have entered on this downward path; and we warn them of their error. They honestly believe that they are saving money and earning a reputation for economy. We warn them that if their example is followed and retrenchment becomes general in the State, either the schools must stop for want of a supply of home teachers, or great expense must be incurred in order to induce good teachers to come to us from other States.

The supply of teachers for the future depends on the encouragement which we give to teachers at present. A good teacher is not the product of accident, nor can he be manufactured to order in a day, or a year.

In large cities the ordinary working of a well graded system, furnished with High and Normal schools, may be relied on to supply a sufficient number of young women fit for the work of assistant teachers. But no State system can work well and long without a corps of permanent men-teachers; and it is the duty of the authorities—a duty which they owe to posterity as well as to their cotemporaries—to hold out such inducements as will justify young men in adopting teaching as a profession.

Speaking of the City of Baltimore, it is notorious that this has not been done; and when teachers were wanted they had to be imported from other States. Is it not disgraceful that the City of Baltimore, with a school system which will soon see its semi-centennial, with a Boys' High School which for thirty years has never had less than three hundred pupils in attendance, and which for several years has borne the name and assumed the functions of a college, is it not disgraceful that this school has not been permitted to furnish the few men-teachers that the city needs,—not more than ten per cent. of the whole number? Would it not be a wise policy and true economy to put salaries at such a figure that our own young men would take to teaching as a remunerative employment?

In many of the counties salaries are so low that at the very first revival of business every man who is worth anything as a teacher will quit his school and betake himself to some more remunerative employment. The movement, indeed, has already begun, and some of our western counties have been obliged to procure from adjoining States teachers who could not find employment at home. The continuance of this policy implies the driving of all our best men-teachers out of employment, and as women cannot always be employed in their place the schools must be closed, unless we are willing to accept the residuum of the schools in other States. It will not take long to convince the public that this "residuum" is not worth even the small wages they are willing to accept, and then comes the dilemma at which we have already hinted, the extinction of the school system, or the importation of good teachers at higher salaries than they are earning at home.

It is often said, and with some truth, in extenuation of low salaries, that the teachers are worth no more than they get. We will go further and say that, in the case of the lowest salaries, teachers are probably worth less than they receive. Teachers who are willing to take whatever they can get in the way of salaries belong naturally to school boards who are willing to take whatever they can get in the way of teachers, and both sides are usually cheated in the bargain. The only remedy for the present, as well as the only hope for the future, is to pay good salaries for good teaching; or else to pay nothing. Half a loaf is better than no bread; but a badly taught school is worse than no school.

Pensions.—The benighted Europeans—subjects of effete monarchies—sometimes show glimpses of good common sense. They understand, at all events, the necessity of making a teacher's place attractive and permanent. Mr. John R. Niernsee has written to the Baltimore *American* a very interesting and instructive letter respecting schools in Vienna, from which we take the following suggestive paragraph. "The right of school teachers to pension commences after ten years of uninterrupted service, with the annual amount of 300 florins for the first class of teachers, and 200 florins for the second, and a pro rata increase for every additional five years of service, until at the expiration of forty years, when the teacher or his widow is entitled to a pension equal in amount to the full pay of the grade in which he leaves the service. The lowest grade of assistants is that of probationers, who receive 300 florins per annum for the first two years, after the expiration of which they are received as *permanent* teachers, endowed with their privileges and emoluments, provided they prove trustworthy and capable of the position. Now, even taking 1,000 florins per year, and particularly 500 florins, salaries may appear at the first glance very low, when we rate the Austrian florin at forty-eight cents of our money; but I know, of my own experience and that of others who have lived in Vienna (as a Viennese lives, and he can live well), that the florin there goes fully as far as a dollar here (except you should require too much pure drinking water with ice), and if we at that rate averaged the annual pay of the five grades of teachers (taking in even the lowest at 300 florins) we have an average of 620 florins (equivalent to as many dollars here) per teacher per annum, while the average salary of our teachers in the public schools in Baltimore has been reported for the last year at $614, and thus we find that even the direct pay of the Vienna teacher is somewhat higher than ours. Now, if we take the permanency, the chance for regular advance and the final chance for pension in consideration, as well as the gain in *standing*, the profession of teacher there is certainly not an undesirable one. It may at first sound strange, perhaps anti-republican here, to talk of permanency and pension for teachers, but why not? We do not regard it as anti-republican, but absolutely necessary for the good of the country to have *permanent* officers for our army and navy (and *retire* or pension them), and for what? For the purpose of public security and efficiency in

the art of war, in teaching the rest of the military how to manœuvre, how to shoot, how to kill each other! Our teachers (the trainers of our youth in knowledge and habits of thrift and industry—the mental leaders even of our grown population) are surely as much, nay, more worthy of the fostering care of the nation, or at least a fair compensation—a promise of permanency and a final chance of sustenance when they have grown gray or incapacitated through years of faithful, nay, the most honorable and useful service which can be rendered to humanity. Even old and war-worn Austria has come to the rescue of her formerly half-starved, though well-educated and deserving old schoolmasters, and has learned since 1848, under her now liberal constitution, that it is better and more conducive to the happiness of her citizens to cultivate the art of peace than that of war; better to teach "the young idea how to shoot" than to drill them for soldiers; and, in earnestness of that endeavor, they have successively twice (within the last decade, as I find from their reports) increased the salaries of all their public teachers and crowned the whole newly-organized educational edifice with a well-digested pension list."

An ordinance has passed both Branches of the City Council, and awaits the approval of the Mayor, making a change in the term of office of the School Commissioners. We have not seen the ordinance, but have been informed that the School Commissioners are to hold office for four years, one-fourth of the number to be appointed every year by the Mayor and City Council. It is certainly very desirable to have an element of permanence in the Board that controls the education of forty thousand children, and disburses annually three-quarters of a million dollars. Under the present system of annual elections the really useful members are those who have been kept long enough in the Board to learn the duties of their office. New brooms, to be sure, have the reputation of sweeping clean, and new members sometimes display a fiery zeal that outruns discretion; but when the novelty wears off the zeal dies out. It takes some men a year to transform a colt into a steady working horse, and we shall be very glad if the coming change shall be the means of adding to the number of steady, well-broken and safe horses in our educational team. It is not unlikely, also, that the increased importance of the office may make our city fathers very careful in their future selections.

"Maryland Day" at the Centennial brought the largest attendance of the season, with the exception of "Pennsylvania Day." It seemed as if the Marylanders, with their friends from Delaware, had taken possession of the place. The tournament was as stupid as such things usually are, but it attracted an immense crowd, probably not less than a hundred thousand people being present at one time in the amphitheatre overlooking the lists. The victor was Mr. R. John Kane, of Long Green, Baltimore county, Md., a graduate of the State Normal School. We understand, however, that the school does not claim the credit of teaching him to ride.

THE School Board of Alleghany county gave their teachers ten days' holiday to visit the Centennial Exposition, and about sixty of them embraced the opportunity to swell the crowd on "Maryland Day."

THE Texas State Agricultural and Mechanical College opened last month.

THE Illinois Normal School opened with 258 pupils.

THE Iowa State University opens with over 300 students; the Missouri State University with 211; the Kirksville, Missouri, State Normal School with 312; the Warrensburg, Missouri, State Normal School with 276.

THE Peabody fund for Southern education afforded for that purpose $91,-150, last year, above expenses of management; and will afford over $100,-000 this year. Over 1,000,000 children are attending schools supported in part by the fund.

THERE are enrolled in the public schools of the United States 8,000,000 children. In the last fiscal year the average daily attendance was 4,500,-000. Thirty-seven States and eleven Territories report an increase in the public school income of $1,232,000, and in attendance of children 164,000. The total sum raised during the year by taxation was $82,000,000, and the cost of public education was about $74,000,000.

THE following are the salaries paid the Chicago teachers:

Teachers having taught less than one year	$375
Between 1 and 2 years	425
" 2 " 3 "	475
" 3 " 4 "	525
" 4 " 7 "	575
All above 7 "	650

THE *Winona Republican* says of Prof. Phelps, that he "has been for twelve years connected with the Normal School in this city. He superintended the erection of the building, and made that, as well as the system of instruction pursued in it, a model to be copied by older States. The absence of such a man, with his active, tireless energy, and his enthusiastic devotion to his chosen life-work, cannot fail to be felt throughout the entire State; and in Winona especially, he will be missed as a public spirited citizen who has always taken a lively and intelligent interest in every public enterprise. We congratulate the people of our sister State generally, and the citizens of Whitewater in particular, upon having secured the services of so thorough an educator and so estimable a man. Our loss is their gain."

THE Chicago schools opened with 30,017 pupils in the primary department, 7,242 in the grammar department, and 1330 in the high school. Total 38,589.

PENNSYLVANIA has nearly doubled the amount expended for education within the last ten years. The number of illiterates is steadily decreasing. The average salary of male teachers, in 1875, was $41.07 a month, and for female teachers, $34.69.

BOOK NOTICES.

IT is no easy task to condense into a hundred and fifty small pages an intelligible and not uninteresting account of the great masters of the English language; but PROF. WESTLAKE has succeeded in the attempt (so far at least as success was possible) in his *Common School Literature* (Sower, Potts & Co.). By a judicious exclusion of the less important names, by mentioning only the most important of their works, by making the very briefest biographical and critical notices, and by giving the shortest conceivable extracts, the author has managed to reduce the book to such a size and price as will permit it to be extensively introduced into our common schools. Many teachers will regard it as totally inadequate, and will insist on having more or nothing. We do not at all agree with them. The names and notices are amply sufficient for all common school purposes; and it is much better that children should have so much as is here given than that they should be left in entire ignorance of the best writers in English literature. As to the extracts, we can only say of them what we think of homeopathic doses in general, if they don't do much good they can't do much harm.

THOSE who have used the "Normal Mental and Written Arithmetic" (and their name is legion) will be glad to know that PROFESSOR BROOKS has been able at last to fulfil his promise by the publication of his *Normal Higher Arithmetic* (Sower, Potts & Co.). The same excellences which characterized the former volumes will be found in the last, and in a more marked degree; a clear statement of preliminary facts and definitions, a logical unfolding of principles, a precise enunciation of rules, a faultless exhibition of models, and an abundant supply of carefully selected examples for practice. Those who found fault with the previous volumes will find the same faults here,—notably a tendency to carry sub-divisions of topics to an extreme, and to make arithmetic serve the part of a system of mental gymnastics, a kind of intellectual health-lift warranted to develop every mental power to its full pitch.

THE *Seven Historic Ages*, by ARTHUR GILMAN (A. S. Barnes & Co.), is good reading for young children, much more wholesome than the goody

books we so often see in their hands. It is as interesting as so many fairy tales, and has the additional fascination of being true. The seven ages selected are, "The Golden Age of Greece," "The Golden Age of Rome," "The Dark Ages," "The Age of Leo X," "The Age of Charles V," "The Golden Age of England," and "The Golden Age of France."

THE *First Steps in General History* is by the same author, but hardly in the same style. The "Seven Historic Ages" tells us very little, and tells it such a way as to make us wish for more. The "First Steps" tells us so much, and in so few words, that our appetite is satiated rather than stimulated. The maps and genealogical tables, are valuable aids to the young student, and the table of "Modern Events" from 1000 to 1874, on pages 81 and 82, gives the most judicious and the most useful selection of historical occurrences that we have ever seen within the same compass.

IT is rarely that we find as much good sense expressed in good English on the subject of education as in the *Science and Art of Education*, by the late JOSEPH PAYNE, of London (E. Steiger, New York). Mr. Payne mentions some difficulties which presented themselves to him when he was first appointed Professor of the Science and Art of Education in the London College of Preceptors. One difficulty was the opinion very generally entertained in England (and very generally acted on in Maryland), "that there is no science of education, that is, that there are no fixed principles for the guidance of the educators practice." Another difficulty was, "the conviction entertained by the general body of teachers that they have nothing to learn about education." "I can confidently affirm," says the writer, "that till I commenced my class in February last, I never came in contact with a dozen teachers who were not entirely satisfied with their own empirical modes of teaching." "To what others had written on the principles of education they were for the most part profoundly indifferent. To move onward in the grooves to which they had been accustomed in their school days was, and is, the general practice among teachers. For them, indeed, the great educational authorities, whether writers or workers, might as well never have existed at all. Teachers are so contented with themselves and their own methods of teaching that they complacently believe that they have nothing at all to learn from the Science and Art of Education. Here, as is often the case, the real need of a remedy is in inverse proportion to the patient's consciousness of a need. The worst teachers are generally those who are most satisfied with themselves and their own small performances. The fallacy on which this superstructure of conceit is raised is that *he who knows a subject can teach it.* The postulate that a teacher should thoroughly know the subject he professes to teach is by no means disputed, but it is contended that the question at issue is to be mainly decided by questions lying on the pupil's side of it. The problem is how to get the pupils to learn; and it is evident that a man may know the subject without knowing the best means of making his pupil know it too. He may be an adept in his subject, but a novice in the art of teaching it. But,

again, a man profoundly acquainted with a subject may be unable to teach it by reason of the very height and extent of his knowledge. His mind habitually dwells among the mountains, and he has, therefore, small sympathy with the toiling plodders on the plains below. The difficulties which beset their path have long ceased to be a part of his own experience. He cannot then easily condescend to their condition, place himself alongside of them and force a sympathy he cannot naturally feel with their trials and perplexities. Both these cases tend to the same issue, and show that it is a fallacy to assert that there is any necessary connexion between knowing a subject and knowing how to teach it."

THE study of etymology in schools seems to be recovering lost ground and reasserting its right to a place in common school instruction. Indeed it would be hard to say what branch of learning the common schools may not take up, so far at least as to lay a foundation for further study. The "Scholar's Companion" has been for many years the *vade mecum* on this subject, and a more inadequate book it would be hard to find. SMEATON'S ETYMOLOGY (Scribner & Co.) is an improvement on the Scholar's Companion. Its peculiarities consist mainly in drawing a considerable number of illustrative words from the French language, and in giving several pages of Saxon roots. The form of the book is that of a dictionary of foreign words, with English and French derivates. Thus:

GENS, GENTIS, a nation; (gent)—*gent*iles, *gent*eel, *gent*le. F.—*gent*, f; *gent*il, a; *gent*ilitie, f.

The dictionary form is convenient in many respects, but it renders the giving of necessary explanations very difficult, and it is explanation of the connection between the root and the derivative that a young learner needs more than anything else. Of what use is it to him to be told that *delirium* comes from *lira*, a ridge, if the connection of thought is not pointed out as well as the connection of words. We regret that the author has not departed from the dictionary so far, at least, as to explain something about the transition of word forms. The young beginner is told the bare facts that *curfew* comes from co-operire; *levre* from labrum; *cheval* from caballus, *journal* from dies; *ravish* from rapio. Should there not have been also some explanation of the laws that govern those etymological changes? It is natural to expect some errors arising from inaccurate proof-reading. The following are a few of the words wrongly accented: *Formido*, *humerus*, *castigo*, *mastico*. We notice also that the accents given to the Greek words (in English letters), to enable those ignorant of Greek to pronounce them, are the Greek accents; thus, *loxos* is accented on the final syllable, and *lukos* on the first syllable, though the most of Greek scholars would pronounce both words with the (English) accent on the first syllable.

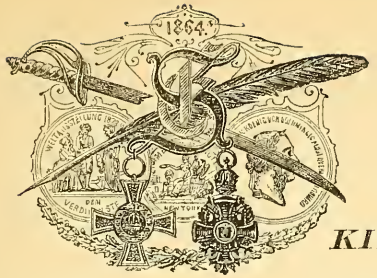
SHELDON'S *Primary Speller* (Scribner & Co.), like all Mr. Sheldon's works, is the offspring of experience. As soon as a teacher opens it he knows that a teacher has evolved it, not out of his inner consciousness, but

from actual school-work. The dictation lessons in script on each page add greatly to the value of the book. We wish, however, that Mr. S. had left out such words as *chrysalis* and *hibernate*, with which boys of six or seven in the "Primary Speller" should have as little as possible to do.

WARREN'S *Class Word Speller* (Taintor Brothers & Co.) is built on an entirely different plan, and is intended, we suppose, for a very different class of pupils. In Part I the words are arranged in lessons with reference to their meaning, not with regard to their sound. Part II gives more difficult words, introduces the subject of pronunciation, and teaches the notation of Webster. Part III gives rules for adding prefixes and suffixes, with examples, and adds a list of test words that might be improved by the omission of words which present no difficulty except their length, such as *intermeddlesomeness*, *intransmutability*, *imperceptibility*. The last eight pages are blank, and are intended to record the words which the pupil has found particularly difficult either in spelling or pronunciation.

NEXT to traveling comes the pleasure of reading a good guide-book, such as OSGOOD'S *Middle States* (James R. Osgood & Co.), by the help of which one can go in imagination over New York, Pennsylvania, Delaware, Maryland and Virginia, without leaving one's easy-chair. Teachers would find in this excellent hand-book the means of enlivening many a dry text-book lesson in geography. A text-book is often, necessarily, but a skeleton. The teacher ought to put on the flesh and drapery. Unfortunately he is often incapable of doing it, but such books as the "Middle States" will make his task easier.

EVERY year is adding to the number of subjects which press for recognition in the curriculum of our high schools and colleges. But as the time of study cannot be indefinitely extended, the only way to make room for new studies is to abandon or curtail some of the old ones. In language studies the classics have to some extent been given up; in mathematics the desire is only for abridgment. Hence the desire for condensed text-books, of which the "*Manual of Geometry and Conic Sections, with Applications to Trigonometry and Mensuration*," by DR. WM. G. PECK, of Columbia College (A. S. Barnes & Co.), is a favorable specimen. One would hardly think it possible to include an adequate discussion of geometry, plane and solid (including spherical geometry), the conic sections, trigonometry, plane and spherical, with practical mensuration, in a volume of 300 pages; yet Professor Peck has done it, and we must say that there is enough in the book for all general educational purposes, and probably as much as mathematics ought to claim in a fair division of educational territory. The condensation is of two kinds, apparent and real. The apparent condensation consists in the closest possible economy of words, an economy amounting occasionally to downright stinginess, and requiring from the student hard study and frequent re-reading. The real condensation consists in omitting propositions of secondary importance. This part of the work has been very judiciously performed. We do not think anything has been gained either in brevity or clearness by the introduction of the idea of *motion* into the First Book, and we think Proposition V is needlessly complicated by it. To be sure, "there is no royal road to geometry," but, if there are two ways open to beginners, they should have the easier one.



E. Steiger,

22 & 24 Frankfort St.,

New York,

has in press, and will shortly issue:

KIDDLE and SCHEM'S

CYCLOPÆDIA OF EDUCATION.

One volume of the style, size, and price of *Appleton's American Cyclopædia.*

This is the only work of the kind yet published in English; it is the only work in which Educational subjects, both general and particular *(with special reference to the United States)*, are treated in a comprehensive manner, both theoretically and practically; including also a full body of statistics in every department. It is, therefore, the only complete reference book in the English language for all either engaged or interested in **Education**, but more especially for Americans.

For these reasons the *Cyclopædia of Education* will be indispensable to all Educational Institutions (Public, Parochical, and Private), to all Libraries, to Teachers and School Officers; it will be highly useful to Clergymen of all denominations and Sunday-School Teachers, to all persons interested in Education, to parents and the book-buying public in general.—The *Cyclopædia of Education*, although so comprehensive and valuable a work, will, by its moderate price, be placed within reach of all the above mentioned. They will be anxious to *see* and obtain the work and to them it is intended to submit it in a thorough and systematic manner, by ***Subscription Agents only.***

The commission allowed to Agents will be sufficiently large to afford liberal compensation for the most earnest efforts on their part; and the publisher has decided to give, wherever practicable, the ***exclusive benefit*** of this lucrative canvass ***to persons connected with schools.***

One reliable, competent, and energetic Agent is wanted for every city, school district, or county; and ***application should be made immediately*** to the publisher for engagement.

Instruction in German made very easy.

AHN-HENN'S ***German Course is now complete,*** the **Fourth German Book** having just been issued.—This Course is so constructed that while the first parts of it (the *First* and *Second German Books*) are the ***easiest, best, and cheapest text-books*** for all beginners, the main difficulties of the language are clearly and fully treated for advanced pupils in the *Third* and *Fourth German Books.* This Series is even ***more complete than the bulky and difficult Grammars written for use in Colleges.***

Moreover, the AHN-HENN German Series is more completely provided with *Reading Charts, Readers*, and *Keys*, than any other; points which, combined with its cheapness, secure for it the strong preference of educators. The most satisfactory results in German instruction are reported from wherever the AHN-HENN Text-Books have been used: in Public Schools, Academies, Private and Parish Schools.

Specimen pages ***sent free,*** specimen copies for examination at half price; ***very liberal terms for introduction.***

Attention is also invited to AHN-HENN'S *French Series*, REFFELT'S *German Readers*, DOUAI'S *Rational Readers*, REFFELT'S *Arithmetics*, SCHEDLER'S *Globes* and *Relief Maps*, and to *Kindergarten Literature* and *Kindergarten Gifts.*—Catalogues mailed *free.*

Largest Stock of **German Books and Periodicals** in the United States.

Construction, Diction and Decorum of Correspondence.

HOW TO WRITE LETTERS.

A Text-Book for Schools, and a Reference Book for Private Use.

Showing the correct Structure, Composition, Punctuation, Formalities and Uses of the various kinds of LETTERS, NOTES and CARDS, including rules on Orthography, Capitals and Punctuation, and the uses, abuses and forms of Clerical, Civil, Political, Military, Naval, Social, &c., Titles and Addresses. By J. WILLIS WESTLAKE, A. M., Prof. English Literature, Penna. State Normal School—264 pages, cloth, $1.00; fine gilt, $150. Sent post-paid on receipt of price. Special rates for schools in quantities.

ANOTHER EDUCATIONAL ADVANCE.

LLOYD'S
LITERATURE FOR LITTLE FOLKS.

Boards, 50 Cents. Cloth, 75 Cents.

FIRST STEPS IN THINGS, THOUGHTS, WORDS, SENTENCES AND CHILD-LITERATURE.

—BEING—

Select Gems from Standard Authors, and Easy Lessons in Composition.

By ELIZABETH LLOYD, M. S.

ALWAYS KEPT AHEAD!

BROOKS' UNRIVALLED SERIES

—OF—

ARITHMETIC, ALGEBRA AND GEOMETRY.

The Best for Schools and the most Practical for Business.

Primary, 25.	New Mental, 38.	Algebra, $1.25.	Geometry and Trigonometry,	$1.25
Elementary, 50.	Written, 95.	Geometry, 84.		

NORMAL HIGHER ARITHMETIC (just out), $1.38.

BROOKS' NORMAL MATHEMATICAL SERIES has stood the practical test of CLASS USE triumphantly in hundreds of cities and towns, and thousands of country schools.

From Prof. JOSEPH W. WILSON, A. M., *Prof. Practical Mathematics, Philadelphia High School, Pa*:—"I consider Prof. Brooks' Series the best published."

From Prof. J. BALDWIN, A. M., *President Kirksville Normal School, Mo.*:—"BROOKS' NORMAL MATHEMATICS are, deservedly, recognized as among the best."

From Prof. J. T. GREGG, *Sup't. Salem City, Oregon*:—"Decidedly and unquestionably *the best I ever saw*.—Must be studied to be appreciated."

Raub's Normal Spellers 25, 38	Fewsmith's Grammars - - - 45, 65,
Pelton's Outline Maps - $25	Peterson's Familiar Sciences 80, $1.60.

☞ Full Catalogues of SOWER, POTTS & Co's PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

THE ECLECTIC GEOGRAPHIES

ARE USED IN THE SCHOOLS OF

Over 300 Cities and Towns in Ohio.

What the Superintendents and Principals say of the Eclectic Geographies:—

Sup't ALSTON ELLIS, Hamilton:—"They have been used in our schools since 1872 with remarkable success. In no instance have they failed to give **full satisfaction.**"

Sup't E. F. MOULTON, Oberlin:—"Our pupils seem to have a **more intelligent understanding of the subject** than when they have studied it in other books. I think there are two reasons for this: 1st. The arrangement of the books is very systematic, having the proper matter in the proper place. 2d. Everything is presented in a clear, concise and interesting manner. I might add another reason—that the **teachers are able to understand it,** and so are able to teach the subject intelligently."

J. W. MEANS, Prin., Christiansburg:—"No book has ever rendered such decided proofs of **thoroughness, completeness and superior merit.**"

Sup't C. F. PALMER, Findlay:—"They are divested of all superfluous matter, and contain only what the pupil should learn. The system of Map Drawing is clear and simple, and **we obtain excellent results without subordinating everything else** as is sometimes necessary."

Sup't W. W. ROSS, Fremont:—"They are especially commendable in that **they pursue the natural order of the subject.**"

Sup't H. B. FURNESS, Tiffin:—"They are highly esteemed by our teachers, who believe they are **doing better work** in Geography than ever before."

J. A. SLONEKER, Prin., Trenton:—"The Eclectic Geographies give satisfaction in every particular. I teach Geography by the **topic method,** and have seen no Geography that excels the Eclectic for this purpose."

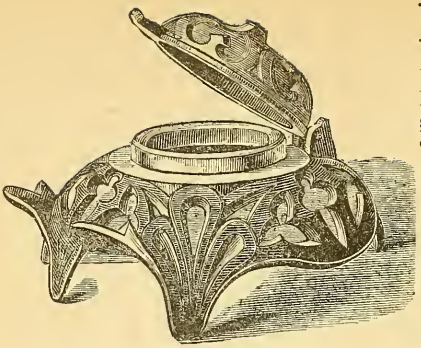
Sup't JOS. F. LUKENS, Wooster:—"They stand the test of the school room. **The best results attend their use.** The system of Map Drawing is practical, and the results are good maps and increased interest in the study."

Sup't W. R. WEAN, Wellington:—"**No change in school books could be fraught with greater or better results.**"

Pres't DIXON, Willoughby College:—"I think the author has discovered and presented to us the **true method of most successfully teaching this science.**"

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

J. W. BOND & CO., Baltimore.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

JAS. M. GARNETT, LL.D., Principal.

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF

GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - - - $1 00
SECOND BOOK OF BOTANY, PRICE - - - - - 1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman,
PRICE - - - - - - - - - - - - - 18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

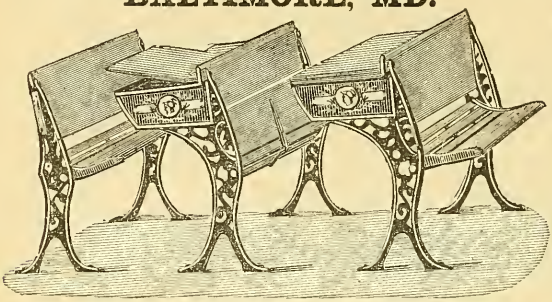
SOPER'S
PATENT SCHOOL DESKS,

MANUFACTURED BY

CHAS. P. STEVENS,

No. 3 South Calvert Street,

BALTIMORE, MD.



SOPER'S PATENT SCHOOL DESKS

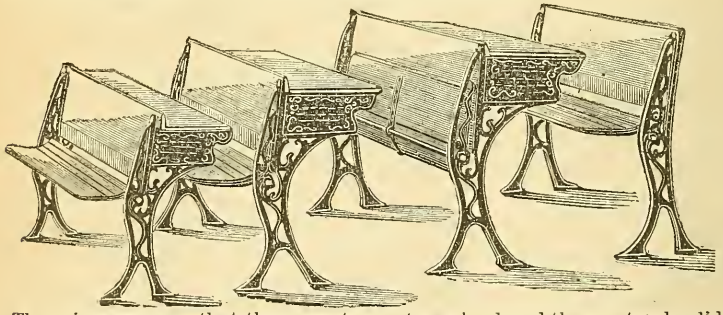
WITH FOLDING CURVED SEATS,

Are no longer AN EXPERIMENT, but have become an established success in hundreds of Private and Public Schools. For durability, economy, comfort, health, convenience and beauty, they are absolutely unrivalled.

They are constructed upon perfect physiological principles, the back of the pupil being correctly supported, while the curved seat greatly contributes to his comfort.

The Folding Seats open an aisle between each row of Desks, promoting the comfort of pupils and securing better opportunity for cleaning the school-room.

The castings are very strong and of neat design. The Desks are made of thoroughly seasoned lumber, by the best cabinet-makers.



The prices range so that the poorest country school and the most splendid college can be suited.

FULL PARTICULARS or CATALOGUE sent free on application. WRITE FOR ONE.

BEFORE BUYING OTHER DESKS, LET ME MAKE AN ESTIMATE FOR YOU.

CHARLES P. STEVENS,

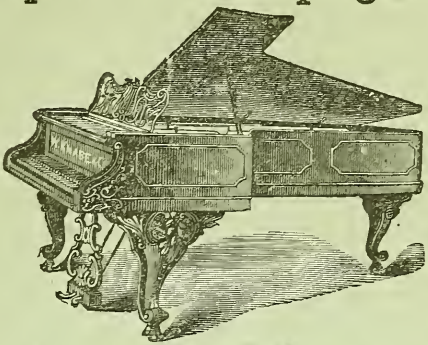
MANUFACTURER OF CABINET AND SCHOOL FURNITURE,

No. 3 S. CALVERT ST., BALTIMORE.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

PROF. WALTER SMITH'S

SYSTEM OF DRAWING,

Cards, Books, Manuals and Models for Examination and Sale at the

MARYLAND AGENCY, 332 West Baltimore Street,

Near Howard.

Teachers and Educators generally are invited to call and examine the System. It is now successfully used in the following places:

Boston,	Springfield.	Chicago,	Providence, R. I.
Concord, N. H.	Detroit, Mich.	Lowell.	Augusta, Me.
Milwaukee, Wis.	Lawrence.	Lewiston, Me.	Minneapolis, Minn.
Newton.	Natick.	Indianapolis, Ind.	Taunton.
Gloucester.	St. Louis, Mo.	Somerville.	Pittsfield.
San Francisco, Cal.	Worcester.	Haverhill.	Washington, D. C.
Cambridge,	Syracuse.	Newport, R. I.	Waltham.
Rochester.	Auburn, N. Y.	Dedham.	Pittsburg, Penn.
Sandusky, Ohio.	Fall River.	Alleghany, Penn.	Lewiston, Me.
New Bedford.	Columbus, O.	Baltimore.	Fitchburg.
Toledo.	Binghamton, N. Y.		Scranton, Pa.

The course has also been placed on the list of text-books adopted for use in the public schools in New York City and Brooklyn.

SPECIAL PRICES GIVEN FOR INTRODUCTORY SUPPLIES.

WM. J. C. DULANY & CO.,

BOOKSELLERS, AND AGENTS FOR L. PRANG & CO., PUBLISHERS.

ECLECTIC EDUCATIONAL SERIES.

The Best Books at the Lowest Prices.

McGuffey's Readers and Speller
Ray's Series of Arithmetics
Ray's New Algebras
Ray's Higher Mathematics
Eclectic Series of Geographies
Eclectic System of Penmanship
Venables U. S. History
Brown's Physiology and Hygiene
Harvey's Graded-School Readers
Harvey's Graded-School Speller
Harvey's Language Lessons
Harvey's Ele. and English Grammars
White's Graded-School Arithmetics
Schuyler's Complete Algebra
Schuyler's Elements of Geometry
Schuyler's Trig. and Mensuration
&c., &c., &c.

The Publishers invite special attention to the following

NEW TEXT-BOOKS and BOOKS for TEACHERS' USE:

The Prices quoted are: **I.** REGULAR RETAIL PRICE. **II.** INTRODUCTION PRICE—For first introduction into schools where not already in use. **III.** EXCHANGE PRICE (*one-half retail price*)—For first introduction into schools in exchange for the corresponding old books of other series in use in the schools.

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, to teachers or school officers, on receipt of the Introduction Price.

	I.	II.	III.
WHITE'S MANUAL OF ARITHMETIC (**Just Published**) containing Suggestions, Methods of Teaching, Models of Analysis, and Illustrative Solutions of Problems. Full Cloth	$1.00	$1.00	
SCHUYLER'S ELEMENTS OF GEOMETRY	1.50	1.13	
SCHUYLER'S TRIGONOMETRY AND MENSURATION	1.50	1.13	
RAY'S DIFFERENTIAL AND INTEGRAL CALCULUS	2.25	1.69	
RAY'S SURVEYING AND NAVIGATION	2.25	1.69	
HARVEY'S LANGUAGE LESSONS	.30	.22	.15
HEPBURN'S ENGLISH RHETORIC	1.25	.94	.63
THALHEIMER'S HISTORY OF ENGLAND	1.50	1.13	
NORTON'S ELEMENTS OF PHYSICS	1.15	.84	.58
GOW'S GOOD MORALS AND GENTLE MANNERS	1.25	.94	
DUFFET'S FRENCH LITERATURE	1.00	.75	
KRUSI'S LIFE OF PESTALOZZI	2.25	2.25	
HAILMAN'S KINDERGARTEN CULTURE	.75	.75	
HAILMAN'S LECTURES ON HISTORY OF PEDAGOGY	.75	.75	
THE EXAMINER, OR TEACHER'S AID	.50	.50	
SMART'S MANUAL OF FREE GYMNASTICS	.20	.20	
OBJECT LESSONS, BY LILIENTHAL AND ALLYN	.25	.25	
PAYNE'S SCHOOL SUPERVISION	1.25	1.25	

(A number of the Blank Forms and Reports recommended in PAYNE'S SCHOOL SUPERVISION have been published separately for the use of Teachers, Principals and Superintendent. Send for descriptive circular and price-list.)

PUBLISHED BY

WILSON, HINKLE & CO., - Cincinnati and New York.

J. W. BOND & CO., - Baltimore.

Vol. III. December, 1876. No. 4.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE
The Country School. I	541
What is in a Name	544
The Training of the Mind in the Primary School	551
The New Era in Public Schools	554
Seven Laws of Teaching	561
As Others See Us	562
Man, Know Thyself	566
Educational Criticism	567
State Examinations	570
Editorial Department:	
Teachers' Institutes	575
Primary Instruction in France	578
Compulsion in England	578
Johns Hopkins' University	579
Editorial Miscellany	580
Publishers' Department	582

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:
PRINTED BY KELLY, PIET & CO.,
No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.
The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.
Creery's Grammar School Spelling Book.....60 Cents.
Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.
Newell & Creery's Second Reader..... 50 Cents.
Newell & Creery's Third Reader..... 75 Cents.
Newell & Creery's Fourth Reader..... 90 Cents.
Newell & Creery's Fifth Reader..... $1.25.
Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History. with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.
Each.....20 Cents.
Kerney's Catechism U. S. History.....25 Cents.
Kerney's Catechism Sacred History.....25 Cents.
Wilson's History of American Revolution..... $1.50
History of France..... $1.75.
Manual of Catholic Church History..... $1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.
Historia Sacræ.....50 Cents.
Phaedrus.....50 Cents.
Ovid, Part 1.....50 Cents. **Part 2**.....75 Cents.
DeGournay's First Steps in French.....60 Cents.
Fables de la Fontaine.....75 Cents.
Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Molière, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.
Lonage, Moral Philosophy..... $1.50.
The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.
Weekly Report Books for Schools, per dozen..... $1.25.
Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.
Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,
174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. DECEMBER, 1876. No. 4.

THE COUNTRY SCHOOL.

I.

THE PROBLEM STATED. *Given,* a school house in a sparsely settled neighborhood; an enrolment of forty pupils varying in age from six to sixteen, in attainments from zero to "through the Arithmetic," and in attendance from ten to twenty days in the month, with sufficient book knowledge, but without experience in teaching; a Board of Trustees who know enough to grumble but not enough to direct; a Superintendent who makes a formal visit of a half hour twice a year: *required,* a plan of organization and management which shall produce "the greatest possible good to the greatest possible number."

The problem is sometimes stated differently,—not perhaps in words but in thought. It is conceived as implying a demand that the country school under the conditions specified shall give results equal to those produced by a well-graded city or village school, or by a select school. But such a demand is absurd. The country school teacher works under certain limitations which no effort of his can remove. The pupil of the country school has also certain disadvantages, which are inseparable from the problem as stated. We shall see hereafter that there are some compensating advantages, but still the balance is in favor of the large graded school. To mention but a single

point:—a teacher with a single class can give five hours a day of personal attention to this class; a teacher with five classes can give but a fifth of his time to each; how can the latter be expected to make as rapid progress as the former?

The Problem Weighed.—The right education of a single child by a teacher who should devote his whole time and energy to that one pupil, is a task of no ordinary difficulty. The difficulty is greatly increased when for the single pupil we substitute a class of forty pupils of different capacities, but of nearly equal attainments, and attending with some approach to regularity, such as we have in a well-graded school. But the task becomes almost impossible, when, in place of forty pupils of the same grade, we have almost as many grades as we have pupils, and when the tolerably regular attendance of the city or village school is replaced by the intolerable irregularity of the ordinary "district school." The problem, therefore, belongs to that large class which admit of only an approximate solution, and not even a close approximation. The school trustees who employ a teacher at the liberal salary of thirty dollars a month to labor at this Herculean task may be pardoned for not setting a proper estimate on the work. It is their role as employers to belittle the labor that they may underpay the laborer. But the teacher who enters on his duty without a clear comprehension of the exceeding difficulty of the task he has undertaken—of the impossibility of satisfying the many unreasonable and inconsistent demands that will be made on him—of the improbability of his being able to satisfy fully even the demands of his own conscience, will turn out to be either an impostor or a martyr. An impostor, if for the sake of pleasing his employers, he keeps up a pretence of doing what in the very nature of things cannot be done; a martyr, if for conscience' sake he labors beyond his strength in pursuit of an unattainable perfection. The wise teacher will realize for himself, and will not conceal from others that among many things that are desirable he has to choose the few that are possible; and that among possibilities he may have to confine himself to those which are essential.

We propose to set before our readers, in a series of articles, some fundamental principles of school management and some rules of conduct, which we think may be of service to young teachers. It is very likely that our suggestions, considered one by one, may fail to give satisfaction. To each separate point a teacher may object, and say, "I can do better than that;" but he is requested to bear in mind that in this work we cannot do what is absolutely the best, but only what is the best under given circumstances. Our labor is a perpetual compromise between the desirable and the practicable. To take a simple illustration: three hours a day is not too much to give to the study of mathematics; nor would three hours a day be too much to devote to the study of the English language and literature; yet, under the circumstances, we must be content with a much smaller allotment of time for each. That which is desirable is not practicable. Much mischief is done in graded schools, where each branch of study is intrusted to a different teacher, by each teacher pressing his department as if it were the only one that had a claim on the energies of the pupil. From this trouble, fortunately, the country school is free.

In the further discussion of the problem, we shall speak first of the *organization* of the school, and, secondly, of *methods* of instruction and management.

Organization.—A school is an organized body, not a chaos, nor a mere aggregation of minds. It consists of parts mutually related, each of which has specific functions, but all united under one head. If a teacher had twelve different pupils, each of whom remained half an hour a day under his care, and then left to make room for the next comer (as in a barber's shop), we could not say that he kept a school. And if the twelve remained all day under the master's eye, but received instructions and recited lessons, each separately, such an assemblage would not be a school, as we understand the word, for there would be no connection among the parts. We consider organization of some kind essential to a school.

There are two kinds of school organization, and, we think, only two, though they may be blended in different proportions; organization by classes and organization by grades.

The organization by *classes* supposes that pupils are unevenly advanced in the various studies, and that this unevenness should be maintained. The organization by *grades* supposes that the pupils are uniformly advanced in their several studies; and if they are not, that it is desirable that they should be. By evenness or uniformity of advancement we mean that at a certain age a child properly educated should have made similar progress in *all* common school studies; that, under proper management, Arithmetic, for example, should not be slighted to devote more time to language, and vice versa. While we give a decided preference to the organization by grades, we shall, before discussing it, consider briefly the method of organization by classes.

WHAT IS IN A NAME.

By means of the names upon the map, we may trace the whole history of the successive stages by which the white men have spread themselves over the Western World. We may discover the dates at which the several settlements were founded, we may assign to each of the nations of Europe its proper share in the work of colonization, and, lastly, we may recover the names of the adventurous captains who led their little bands of daring followers to conquer the wilderness from nature, or from savage tribes.

The name of GREENLAND is the only one which is left to remind us of the Scandinavian settlements which were made in America during the tenth century. The discoveries of Lief, son of Eric the Red, have been forgotten, and the Norse names of Vinland (Massachusetts), Markland (Nova Scotia), Helluland it mikla (Labrador), and Litla Helluland (Newfoundland), have been superseded, and now survive only in the memory of the curious.

Without displacement of the claims of Lief Ericson to the discovery of the New World, we may regret that the names of the city of COLOMBUS and of the District of COLUMBIA form the only memorials of the bold Genoese adventurer; and we may wish that the name of the entire continent had been such as to keep constantly in memory the exploits of Christopher Columbus rather than of those of Amerigo Vespucci. Alexander von Humboldt has, indeed, vindicated Vespucci from the charge of trickery or forgery which Las Casas attempted to fasten upon him; and we must, therefore, regard the name of *America* as an unfortunate mistake, rather than as an inglorious and successful fraud.

The deep religious feeling of the earlier voyagers is well illustrated by the names which they bestowed upon their discoveries. The first land descried by Columbus was the island of SAN SALVADOR. From day to day he held on, in spite of the threats of his mutinous crew, who threatened to throw the crazy visionary into the sea. With what vividness does this name of SAN SALVADOR disclose the feelings with which, on the seventieth night of the dreary voyage, the brave GENOESE caught sight of what seemed to be a light gleaming on some distant shore! How vividly does that name enable us to realize the scene when, on the next day, with a humble and grateful pride, he set foot upon that NEW WORLD of which he had dreamed from his boyhood, and, having erected the symbol of the CHRISTIAN faith and knelt before it, he rose from his knees and proclaimed, in a broken voice, that the land should henceforth bear the name of SAN SALVADOR—the HOLY SAVIOUR, who had preserved him through so many perils!

We cannot but reverence the romantic piety which chequers the story of the violence and avarice of the conquistadors. When unknown shores were reached, the first thought of those fierce soldiers was to claim the lands as new kingdoms of their Lord and Master, and to erect forthwith his symbol, the SANTA CRUZ, the VERA CRUZ, names which mark upon our maps so many of the earliest settlements of the SPANIARDS and PORTUGUESE.

The name of SAN SEBASTIAN, the first Spanish colony founded on the continent of South America, forms a touching memorial of the perils which beset the earlier colonists. On disembarking from the ships, seventy of the SPANIARDS were killed by the poisoned arrows of the Indians, on which account the dangerous spot was put under the special protection of the martyr, who, by reason of the circumstances of his death, might be supposed to feel a personal and peculiar sympathy with those who were exposed to like sufferings. So, too, the name LADRONES, the "Robbers' Islands," commemorates the the losses of Magalhaens' crew from the thievish propensities of the natives; and the name of SIERRA LEONE, the "Lion's Range," records the terrors of the PORTUGUESE discoverers at the nightly roaring of the lions in the mountains which fringe the coast. As in the case of many great men, there seems to have been a sort of mysticism underlying the piety of Columbus. On his third voyage he discovered three mountain peaks rising from the waters, and supposed that three new islands had been discovered. On a near approach it was found that the three summits formed one united land—a fact which the admiral recognized as a mysterious emblem of the Holy Trinity, and therefore bestowed upon the island the name of LA TRINIDAD, which it still retains—so the huge mountain mass of ST. KITTS, bearing on its shoulder a smaller pyramid of black lava, took in the imagination of Columbus the form of the giant St. Christopher bearing on his shoulder the infant Christ.

The SPANIARDS were devout observers of the festival of the Church, and this circumstance often enables us to fix the precise day on which great discoveries were made. Thus FLORIDA, with its dreary swamps, is not the "Flowery Land," as it is sometimes thought to be, but its name records the fact that it was discovered by Juan Ponce de Leon, on Easter Sunday—a festival which the Spaniards call Pascua Florida, from the flowers with which the churches are then decked. The island of DOMINICA was discovered on a Sunday—dies DOMINICA; NATAL was discovered by VASCO DE GAMA Christmas day—

dies NATALIS. The VIRGIN ISLES, a numberless group, were discovered by Columbus on the day sacred to ST. URSULA and the eleven thousand virgins. The town of ST. AUGUSTINE, the oldest in the United States, was founded on St. Augustine's day by Melendez, who was sent by Philip II of Spain on the pious mission of exterminating a feeble colony of Huguenot refugees, who were seeking, on the coast of Florida, that religious liberty which was denied them in their native land. The log of the exploring expedition sent out by the Portuguese in 1501 is written on the Brazilian coast, and can be easily deciphered by the aid of the Roman calendar. The explorers reached S. Roque on August 16th, Cape S. Augustine on August 28th, Rio de S. Miguel on September 29th, Rio de S. Jeronymo on September 30th, Rio de S. Francisco on October 10th, Rio das Virgens on October 21st, Rio de Santa Lucia on on December 15th, Cape S. Thome on December 21st, S. Salvador de Bahia on December 25th, Rio de Janeiro on January 1st, Angra dos Reis on January 6th, and the island of S. Sebastiao on January 20th.

The islands of ASCENSION and ST. HELENA, the river ST. LAWRENCE, and other places too numerous to mention, thus date the day of their discovery by their names. A religious feeling equally intense with that which dictated the names bestowed by the Spanish discoverers, but very different in character, is evinced by the names which mark the sites of the earlier Puritan colonies in North America.

SALEM was intended to be the early realization of the New Jerusalem, where a "New Reformation," of the sternest Calvinistic type, was to inaugurate a fresh era in the history of the world, and a strict discipline was to eradicate every frailty of our human nature from this city of the saints.

Roger Williams, a noble-hearted man, who, strange to say, had been chosen minister at Salem, dared to affirm the heresy that "the doctrine of persecution for cause of conscience is most evidently and lamentably contrary to the doctrine of Christ Jesus," and that "no man should be bound to worship

against his own consent:" for maintaining these heterodox opinions, which struck at the root of the New England system of polity, Williams had sentence of exile pronounced against him. He wandered forth into the snows of a New England winter: "for fourteen weeks," he says, "he often, in the stormy night, had neither fire nor food, and had no house but a hollow tree." The savages showed him the mercy which his fellow-Christians had refused him; an Indian chief gave him food and shelter; but that wigwam in the far forest was pronounced to be within the jurisdiction of the Puritan colony, and the Apostle of Toleration, hunted even from the wilderness, embarked with five companions in a canoe, and landed in Rhode Island. With simple piety he called the spot, when the canoe first touched the land, PROVIDENCE, a place which still remains the capital of Rhode Island, the State which Williams founded as "a shelter for persons distressed for conscience." The name of CONCORD, the capital of the State of New Hampshire, shews that some, at least, of the Puritans were actuated by feelings more in harmony with the spirit of the religion they professed; while PHILADELPHIA, the City of Brotherly Love, tells a touching tale of the unbrotherly persecutions which filled the gaols of England with sixty thousand Quakers—persecutions from which they fled, in the hope of inaugurating a Utopian era of peace and harmony.

HOBOKEN, an Indian word, meaning the "smoke pipe," was the name of a spot in New Jersey at which the settlers met the Indian chiefs in council, and smoked the pipe of peace, while they formed a league of amity—too soon, alas! to be broken by the massacre of BLOODY BROOK, where many of the colonists were treacherously slain. Hoboken is one of the many Indian names which we find scattered over the map of the American Continent, and which are frequently used to designate the natural features of the country—the lakes, the rivers, the mountain ranges, and the chief natural territorial divisions. Such are the names of the NIAGARA, the POTOMAC, the OTTAWA, the RAPPAHANNOCK, the SUSQUEHANNA, the

Mississippi, the Missouri, the Minnesota, Canada, Massachusetts, Connecticut, Arkansas, Wisconsin, Michigan. The name of Mexico is derived from Mexitli, the Aztec war-god. Tlascala means "the place of bread." Hayti is the "mountainous country." The Andes take their name from the Peruvian word *anta*—copper. Local names are the only memorial of many once powerful tribes which have become extinct. The names of the Alleghany range, the Mohawk Valley, Lake Huron, Lake Erie, Lake Nipissing, the city of Natchez, Cherokee Country, the river Ottawa and the States of Kansas, Ohio and Illinois are all derived from the names of tribes already extinct or rapidly becoming so. Centuries hence the historian of the New World will point to these names as great ethnological landmarks; they will have, in his eyes, a value of the same kind as that which is now attached to the names of Hesse, Devonshire, the Solway, Paris or Turin.

The name of Virginia carries us back to the reign of the Virgin Queen, and gives us the dates of the exploits of those hardy sailors who cast into the shade the deeds even of the Spanish conquistadors. Not far from the scene of one of his ruinous enterprises the most chivalrous, the most adventurous, the most far-sighted, and the most unfortunate of Englishmen, has recently had a tardy tribute paid to him, in the adoption, by the Legislature of North Carolina, of the name of Raleigh as the designation of the capital of the State in which Raleigh's colony was planted. On Raleigh Island, at the entrance of Roanoke Sound, may still be discerned the traces of the fort around which the adventurers built the City of Raleigh, a place which has now vanished from the map. Of Raleigh's other enterprises, more especially of his quixotic ascent of the Orinoco for four hundred miles in small open boats, no local name remains as a memorial.

Hudson's first voyage was an attempt to discover the north-east passage to India. With ten men and a boy, he had succeeded in attaining the coast of Spitzbergen, when the approach

of winter compelled him to return. In a second voyage he reached NOVA ZEMBLA. The next year he traced the unknown coast line of New England, and entered the great river that bears his name. His last expedition was rewarded by still greater discoveries than any he had hereto effected. In a bark of fifty-five tons he attempted the northwest passage, and, penetrating through HUDSON'S STRAIT, he reached HUDSON'S BAY, when his ship was frozen up among the icefloes. Patiently he waited for the approach of spring, although, before the ship was released, the crew was reduced to feed on moss and frogs. After a while they fortunately succeeded in catching a supply of fish, and prepared to return home, with provisions for only fourteen days. Dismayed at this prospect of starvation, the crew mutinied, and, with the object of diminishing the number of mouths to be fed, they treacherously seized their brave captain, and having placed in a small boat a little meal, a musket and an iron pot, they cast HUDSON adrift, with eight sick men, to find a grave in the inland sea, the name of which is the worthy epitaph of one of the most daring of England's seamen.

The records of the progress of English colonization during the next reign are to be sought on the JAMES RIVER, on either side, at the entrance of this river. At entrance to Chesapeake Bay are Cape HENRY and Cape CHARLES. Cape Charles was called after "Baby Charles," and Cape Henry bears the name of the hopeful prince whose accession to the throne might probably have changed the whole course of English history. Elizabeth county, the scene of McClellan's campaign, and in which stands Fortress Monroe, was so called in honour of the sister of these princes, the hapless Winter Queen, the mother of Prince Rupert. SMITH'S ISLES, near Cape Charles, and SMITHFIELD, on the opposite side of the James river, are memorials of Captain John Smith, a man of rare genius and enterprise, to whom, even more than to Raleigh, the ultimate establishment of the English colony is due.—*Taylor's Words and Places.*

THE TRAINING OF THE MIND IN THE PRIMARY SCHOOL.

"We reduce education too much to teaching," said M. Rapet, in his report upon the work of the public schools sent to the Universal Exposition of 1867. "We seem to be ignorant of the fact that beyond instruction, properly speaking, there is an art of forming the intellect, as there is one of forming the heart."

This aim removed from the mission of the masters of our schools, philosophers and teachers have never forgotten it. "Instruction," wrote Charron, "is to form the mind, to dress the body, to regulate the manners." More than two thousand years ago a wise king, to this question, "What ought children to learn?" replied: "What they should do as men."

Yes, the work of the teacher is, above all, a work of education. Without neglecting the precautions and care that the body of the child requires, we say, the teacher works especially to awaken his intellect, to exercise his judgment, to strengthen his reason. By enlightening his conscience, he endeavors to give him the habit of thinking well and of doing well. He already forms his moral conduct. Thus he prepares the man demanded of him by the family and the country.

But before entering upon a work so delicate and so complex, certain knowledge appears to be indispensable.

Education embracing the complete man—that is to say, man composed of a body and soul—the body and soul ought then to have been the object of special study on the part of the teacher.

The education of the body constitutes physical education. At first it belongs, without doubt, to the family. The teacher, however, cannot separate himself from it entirely, and the influence which he may have in this respect upon the health of the children and upon the development of their physical strength justifies the ideas of anatomy, the lessons of hygiene

and gymnastics, which are given to our Normal School students who are to be teachers.

But it is in the education of the soul, principally, that the really elevated character of the teacher appears. It is the soul which constitutes man. It deserves, then, all the zeal and all care of the master. It is necessary that he should have a profound knowledge of it, that he should study all its faculties, in order to give to each the culture which it requires.

Some idea of practical philosophy, the elements of psychology, of logic and of morality are then absolutely necessary to him.

The soul is sensitive, intelligent and free. These three powers, these three faculties, ought naturally to be the end of a special study, the object of very particular care.

The predominant rôle that sensitiveness plays in the affections, and the influence that the natural tendencies and inclinations may have upon the intellect, and even upon the will, explain the necessity that there is for the master to strive early to refine this faculty, to moderate it and to restrain it.

Sensitiveness may be, indeed, the most powerful auxiliary to the intellectual faculties, as well as their greatest enemy. It has also a great influence upon the moral conduct. It has been said that the law of duty would often remain an inaccessible ideal to human frailty if the inspiration of the heart and the impulses of feeling were not added to its austere prescriptions. It is necessary, then, for the teacher to educate feeling in his scholars, as he should already have educated their minds. He should habituate the soul of the child to experience pleasure and happiness only at the sight of what is beautiful, true and good. This branch of education is what is called Esthetic Education.

The culture of the faculties, by which man learns and knows, is the object of a new branch of education: intellectual education.

It is evident, also, that to work effectually in the development of these new faculties—perception, attention, memory, imagination, judgment and reason—it is necessary first to

understand them, and then to know what means we possess of acting upon them.

Further, these powers of the soul do not all appear at the same time, nor with the same degree of intensity in the child. Among the subjects which form the domain of primary instruction some require especially attention, others memory, others imagination and reasoning power: each of our faculties has, then, its especial application to some branch of study, and the teacher cannot ignore these relations, for they are those which he will consult for the repetition, order and succession of studies for the choice of the different exercises of application and invention which he will be obliged to give his scholars.

The acquisition of knowledge, it will be seen, the study of the subjects which are the object of primary teaching, instruction, properly speaking, in a word, ranges itself modestly in one of the subdivisions of education, as a means of development and as a subject of application only. Instruction is not then so far the essential, only end of the work and of the efforts of our masters.

If intellectual education forms the mind; if it is by it especially that the child acquires general knowledge, and the positive technical knowledge which it will need in the world to create for itself a position, a future, the education of the will is more important still, for it has for an object the development of the moral faculties, the education of the heart, the formation of the character. It is the will which is to train the child to distinguish good from evil, to render his conscience more acute and more delicate, to give him the habit of doing good, to model, in a word, his conduct and his manners.

Moral education may then be considered the crown of the teacher's work. It is, without doubt, the most worthy and the most holy part of his task; his mission approaches that of the priest, and it is because of it that the name of priesthood has often been given to the functions that he fulfills.

What is more useful, indeed, more engaging at the same time, than the study of these faculties which compose the dignity of our nature,—free will, conscience and moral feeling.

Esthetic education, we have said, serves as a natural link between physical and intellectual education. Moral education leads naturally also to religious education, of which it may even be considered an integral part. F. H. T.

—*Translated from the "Journal de l'Instruction Publique."*

THE NEW ERA IN PUBLIC SCHOOLS.

That our public schools are not doing the work they ought to do, considering the time, talent and money expended, is a painful fact quite too prominent. What shall give them more vitality and efficiency? Most certainly a new era ought speedily to dawn upon us. If so, what shall be its demands?

1. A change in the curriculum of school studies.

2. Text-books containing far less in quantity, but far better in quality, based and written upon the assumption, that children of six years of age *know* something, and that teachers have a fair share of common sense, together with *some* knowledge of the branches taught.

3. A far less use of the text-book by both teacher and pupil, and more study of the *subject*, as found in its practical applications to the business world.

4. A better and far more sensible way of classifying studies and teaching them.

The mission of the public schools is not rightly understood. These schools are not to make scholars, in the generally accepted meaning of that word, but to discover and put on the track those who have the ability and capacity to become scholars. They are a sort of diviner's rod, revealers of occult things. They spread all over the land, to the remotest hamlet, a net-work of galvanic wires, wakening into and giving life to seemingly dead, inert, worthless matter. They breathe into higher animal existence, dead in ignorance and sin, a better and nobler life. They go down to meet the incoming generations, and lead them up to higher plains. They lift the

masses up and out of ignorance, pauperism and consequent crime, to respectable, intelligent, moral manhood. In short, the public school mission is to make good men and women. To this end all must have equal opportunities as far as possible. Then all, in a certain sense, *may* be leaders; and, those who are not, better followers, and willing to be led by intelligent men.

Again: It is useless, idle and foolish to suppose at any time this side the millennium that everybody will be educated. I care not how perfect the system, how adequate the means, how numerous and well provided the school buildings, or how well trained and experienced the teachers, or how efficiently compulsory school laws may work, there will always be a class who will not be able to parse in "Pope's Essay on Man," spell correctly the words they use, read intelligibly, if at all, the Declaration of Independence, solve problems in simple interest, or tell whether the Lord's Prayer begins with —"Now I lay me down to sleep," or "Our Father, who art in heaven."

There is another fact that might as well be stated here as elsewhere. All over this broad land will be found at the next centennial period, and so on to the next, until centennials shall be merged into millennials, poor school houses in poor and sparsely populated districts, young and poor teachers who have had no experience or training in teaching, who have never seen a normal school. These things must needs be, for there must be beginnings and beginners.

Of all those who enter the public schools, less than four per cent. ever get into the high school, academy or college. Their scholastic training ends with the masses in the ungraded or intermediate schools. Statistics reveal not only this, but another fact quite as important to understand. The great majority of pupils leave the schools at or before they are sixteen years of age. The period, therefore, for school work is very limited. The question then is, How much can be done between the years of six and sixteen, in schools kept open but little more than six months of the year.

Our race is destined to toil either with the head, hand or heart. The training in schools, therefore, should be such as will make labor the most efficient possible, rendering man less a machine and more what God intended him to be—the regulator and controller of the forces that move and direct machines.

To live and simply vegetate is not our destiny; but to live sober, righteous, godly lives—developing and rightly using the talents, faculties and capabilities God has given us, so that at the last we may bring to the Master's feet golden sheaves, richly laden with the best result of life's harvest.

Do our schools prepare us for this work, or do we have to obtain it elsewhere?

Suppose a man from the moon were to enter one of our school houses and examine the books used, think you he would be able to gather therefrom the employments of the people, their trades and professions? or that old Mother Earth, and the forces lying around, about and within her, were to be developed, utilized, and used for the comfort and happiness of man?

And shall it ever be thus? Shall the masses of boys and girls, leaving the schools at sixteen, live in and breathe an atmosphere more than fifty miles in height, and not know anything of its constituent elements? eat three meals a day, and know nothing of the nature and kinds of food they eat, or the processes of digestion, nutrition or assimilation? read the daily papers containing telegraphic messages, see the vivid flashes of lightning, and hear the distant roll of thunder, and know nothing of galvanism or electricity? see rain and snow, hail, dew and frost, the gorgeous rainbow spanning the heavens, and know nothing of their nature and cause? see boats propelled, and cars drawn by steam, and know nothing of these powerful agents? read in the school the same old dog-eared and thumb-worn readers containing the dead past, while newspapers and magazines are filled with the living present, and know nothing of the men who wrote, or the times in which they lived, or the circumstances surrounding them? In short, shall the processes

of manufacturing and growing the products which constitute the daily commerce of the world, remain a sealed book, until they leave the schools, and are plunged into business of which the schools gave them no knowledge?

And yet this is just the condition in which the schools of to-day, to too great an extent, leave our boys and girls. And what is given instead of this knowledge? Reading, and spelling, and grammar, and geography, and arithmetic for breakfast; arithmetic, geography, grammar, spelling and reading for dinner; and they are hashed for supper, with mental arithmetic just before going to bed, administered by anxious and afflicted mothers, who have more the fear of Sally's and Johnny's marking before their eyes, than the physical, mental and moral growth of their children. The staple commodity of this diet, daily given, is arithmetic, done up in as many ways and varieties of form and style as the best caterer in Baltimore can get up oysters.

To what end and aim shall our work tend? and what shall be the nature and character of studies for the public schools? Evidently that should be studied which is used in after life.

All these subjects may be classified under three heads, viz:

1. Language, embracing reading, orthography, composition, literature, technical grammar, rhetoric, etc.

2. Physical science, embracing physiology, botany, geography and history, zoology, philosophy and chemistry.

3. Mathematics, embracing geometry of form, arithmetic, algebra, geometry of demonstration, etc. In addition to these, a daily drill in graphics, singing, and the reading daily of newspapers by teachers before the school.

In pursuing these branches, the studies should be so arranged that each pupil, from the primary grade up, should have but one study from each of these divisions, thus giving but three daily studies—neither more nor less. To do this the following is suggested with reference to the physical sciences: Divide the school year into six equal periods, taking each of the six named studies in the order given. Think you not that a yearly pur-

suit of these branches from six to sixteen would be of far more value than the studying of geography the entire time, as is now generally done? Technical grammar should be excluded from all save the high schools. Language lessons, and especially literature, should be substituted for it.

2. The second division of this topic is a demand for text-books, reduced in quantity, but increased in quality.

Book publishers are beginning to discern the signs of the times, and are trying in a moderate way to meet the demand. But as a radical change, such as is needed in this, would greatly reduce profits to the makers, it is not very likely that authors and book-makers alone will meet this. Oh, for a man of courage enough to dare to write a book—say an arithmetic, complete in itself—that should contain but *fifty* pages! Should such a man be found, is there a publishing house that dare take the venture of printing it? And yet this is all that is needed—and the time is coming when we shall have it.

3. A demand for a far less use of the text-book by both pupil and teacher. If you would fully realize the poverty-stricken condition in which our pupils are left who have been so closely confined to books, call upon the first boy you meet, who has passed and repassed through and through the whole series, from "Mr. Mentals" to "Mr. Practicals," to add a column of figures in an ordinary ledger, or compute the interest on a simple *written* note of hand, where the money is to be paid down, and no answer given. Is there any business man before me who would venture to take the result without a careful overhauling?

In geography, a few good wall maps together with some good work on Physical Geography, and a gazetteer, and a good daily newspaper are worth more in the hands of a good teacher for teaching this branch than all the geographies published since Malte-Brun's.

Instead of studying long columns of words from a book, meaningless alike to both teacher and pupil—such, for instance, as "*zig-zag-gery*," "*an-thel-min-tic*," "anthropophagi," "logo-

machy," etc., let them *write* the words they use, and teach them how to spell them correctly. And as their vocabulary daily increases, so teach them the words as they come into use. Again, let me say, study the things used and as they are used.

4. A better classification of studies, and a far more sensible way of teaching them.

A proper classification of studies has reference to such an adjustment of them as shall give to the pupils in earlier life, before their minds are matured enough to grapple with difficult things, *appetizing* studies, such as shall keep up a keen relish for learning. Every branch *can* and *should* be so presented. Processes, formulas and tables should be learned in this period, and pupils so drilled in them that the common, ordinary, and most needed may be both accurately and rapidly given. Facility *to do* is most desirable. In the more advanced period of life, a wider range, things more difficult, calling into play the reasoning powers, developing principles in such practical ways as to take hold of life work and life duties.

It would reduce the classes in school from a fourth to a half in number, thus giving much more time for study and recitations. It would combine oral and written arithmetic, finishing this study at the close of percentage and following it with algebra. It would give geometry of *form* as the first of the series in mathematics. It would teach the sciences not only in the higher, but in the lower grades. In the lower grades it must be taught without books—teaching the elements. These sciences should be taught as the house or barn swallow feeds her young—on the wing. And permit me to say right here, that it ought to be a well-recognized and conceded fact in teaching, that he who cannot teach a branch of study *without* a text-book, is not properly qualified to teach it *with* one.

The demand for a more sensible way of teaching is pressing. It is a shame to see, after years of teaching, how miserably reading and spelling are taught to-day in the great majority of schools. In thousands of schools the letters and "a-b-abs" are still taught as the first steps in reading. Spelling is taught

orally, and pupils are still required not only to pronounce, but repronounce every syllable, in mouthing over the word. We never spell in this way after leaving the schools, why then in school? How the system of pronouncing and repronouncing every syllable ever obtained favor is a mystery to me. It may be for a sort of toughening process, or an affliction for disciplinary purposes. Or it may be a sort of epidemic, coming under the head of what might be termed "spellizootic," corresponding to whooping-cough, chicken-pox and measles. But when we have had it once it either finishes *us*, or we *it*, and that is the end of it.

Is it any wonder, in view of this state of thing, where children are compelled to go through with these dry details of *worse* than useless matter, bearing such burdens of imposed tasks, worked through cumbersome machinery and a hundred and one useless, restraining rules, that "truancy and absenteeism" should be the crying evil of the land? Why, it is enough to squeeze the young, joyous, jubilant life out of every child in America, destroying every spark of spontaneity.

A desire *for* and a love *of* knowledge is deeply implanted planted in every child of ordinary ability, and is wisely given as a compensation for the utter ignorance he is in when born into the world. Why, then, go to work systematically, and crush it out by our process of teaching?

If the better methods herein set forth be adopted, and subjects be so presented as to touch the experiences of the world as we find it, and as we have to deal with it, a new impetus would be given to school life, and our pupils would find

> "Books in brooks, sermons in stones,
> And good in everything,"

even in and around our yardless, treeless, dingy, seven-by-nine school houses. I have seen such manifestations in our own State and can introduce you to such schools.

Shall this new era dawn upon us, or shall we have to wait another hundred years? We have but to will it, and it is done.—F. A. Allen, *in the Educational Journal of Virginia.*

SEVEN LAWS OF TEACHING.

1. Know thoroughly and familiarly whatever you would teach.

2. Gain and keep the attention of your pupils, and excite their interest in the subject.

3. Use language which your pupils fully understand, and clearly explain every new word required.

4. Begin with what is already KNOWN, and proceed to the unknown by easy and natural steps.

5. Excite the self-activities of the pupils, and lead them to discover the truth for themselves.

6. Require pupils to re-state fully and correctly in their own language, and with their own proofs and illustrations, the truth taught them.

7. Review, review, review, carefully, thoroughly, repeatedly, with fresh consideration and thought.

These laws underlie and control all successful teaching. Nothing need be added to them; nothing can be safely taken away. No one who will thoroughly master and use them need fail as a teacher, provided he will also maintain the good order which is required to give free and undisturbed action to these laws.

They are of universal force and value. They cover all teaching of subjects and in all grades, since they are the fundamental conditions on which ideas may be made to pass from one mind to another. They are as valid and necessary for the college professor as for the teacher of little children; for the teacher of Bible truth as for the instructor in arithmetic. In proportion as the truth to be communicated is high and difficult in character, so ought these laws to be more carefully observed.

Doubtless there are many successful teachers who never heard of these laws, and who do consciously follow them, just as there are people who walk safely without any knowledge of mechanics or gravitation, and talk intelligibly without know-

ing grammar. They have learned them from practice, and obey them from habit. It is none the less true that their success comes from obeying law, and not in spite of law. Some teachers are a "law unto themselves." They catch by intuition the secret of success, and do by a sort of instinct what others do by reflection; but a careful observation of their methods would go to prove the truth and value of these principles. To those who are not thus teachers by nature, the knowledge of these laws is of inestimable advantage.

The laws themselves will seem at the first simple facts, so obvious as scarcely to need such formal statement, and so plain that no explanation can make clearer their meaning. But like all fundamental truths, their simplicity is more apparent than real. Each one involves many subordinate principles and rules, and touches, when fully developed, the outermost limits of the whole science of teaching. Indeed, by a careful study of these seven laws we shall find every valuable principle of education, and every practical rule which can be of any value in the teacher's work.—Dr. Gregory.

AS OTHERS SEE US.

It has passed into a proverb that the bystander sees more of the game than the player. Mr. George Cary Eggleston, in his "How to Educate Yourself," gives us, incidentally, his opinions on the game of school-teaching from the point of view of a bystander, opinions which are all the more valuable because they are given incidentally, and not in the spirit of conscious criticism. We quote a few detached sentences—"disjecta membra"—which may, perhaps, induce some to look into the book itself.

Useless Work.—It is a singular fact that there is a larger proportion of useless work expended in the common schools than anywhere else. Many of the branches taught there are

wholly useless in themselves, and nearly all the others are so overloaded with unimportant details, that the pupil loses sight of their real purpose, and quits them at last, wearied with misspent labor, having gained but little of the information or culture they should have brought him.

TEXT-BOOKS.—Pupils spend years in studying text-books not one-tenth part of which is worth learning, while not one-twentieth of their contents is ever remembered. As soon as the examinations are over, the student begins to forget—forgetting much more rapidly than he learned—and in forgetting he sometimes loses the useful with the useless parts.

GEOGRAPHY.—Clearly there is too much geography taught. The books are too large and too numerous. They have altogether too many details in them. A brief examination of the globes and a few weeks' earnest study of good maps will serve to give the student a fair general knowledge of geography. Reference to a map is always readily made when fuller information on any particular point is wanted, and to attempt to learn and remember all the facts of geography in detail is almost as absurd as it would be to commit an unabridged dictionary to memory as an introduction to English.

ARITHMETIC, of course, everybody needs to know, and it cannot be learned too thoroughly. But, in the ordinary way of teaching and learning it, a good deal of time is wasted. There is a good deal of unnecessary matter in the text-books, and that which is necessary is too often so put as to lead the student to lose sight of its proper purpose.

ENGLISH.—Next to elementary arithmetic, there is nothing more important in a common school education than the study of English; and yet it seems singularly neglected. Not one in fifty, even of classically educated men, can write a single page in perfectly accurate English. A great many cannot even write in tolerably good English. I do not regard our grammars, as they are written, as of much use in any case, while to a great many people they are simply stumbling-blocks. While I regard the study of English *grammar* as of

the utmost importance, I think the study of English *grammars* almost wholly useless in all cases, and actually hurtful in many. In the grammars we have the dry husks of syntax, simple enough, and even tolerably interesting to people who have already learned all that these are intended to teach, but quite useless and almost wholly unintelligible to the student seeking to learn these things. Then follow "rules"—like those in the arithmetics—that teach no principles, and are of no manner of use, except in the solution of the syntactical problems that are arrayed under them as "exercises." Doubtless some people have learned English from these grammars, but in the main their use is certainly of questionable advantage. Dull pupils cannot comprehend them; bright ones get on better without them. *Let the student who would master English write something every day.* Read a very short article of any kind, and then, turning away from it, write down its substance in your own way, or, still better, in three or four different ways. As a means of culture in English, the constant reading of good authors is more effective than anything else.

Spelling.—To a very great extent we *absorb* a knowledge of spelling in our daily reading. The original process of learning to read is itself a learning to spell, and as we read words correctly spelled in our newspapers and books we naturally fall into the way of spelling most of them aright. Every person who reads must learn to spell at least half the words in our commonly-used vocabulary. There is no reason why any student should habitually spell any considerable number of words badly; no reason, at any rate, except that the system by which spelling is commonly taught is an essentially bad one. It is like all other parrot-teaching, in that its results are rapidly lost as soon as the attention is given to something else. If the student would learn to spell words, let him use words. Let him write every day, and in writing, whenever he shall come to a word which he does not certainly know, let him look for it in his dictionary. This may consume valuable time at first, but the occasions for going to the dictionary will rapidly diminish in frequency.

History.—Compends of history are almost worthless as original reading. To bring them within the required limits, it becomes necessary to eliminate nearly everything of value from the narration, and that which is left is but the merest skeleton of the tale they are intended to tell. *It is not possible to learn history from books of this sort.* It is a very good plan, after the student has completed an extended course of history, to take up an abridgment covering the same ground. This is the use, and almost the only good use, to which brief historical compends can be put.

Memory.—There is a good deal of nonsense talked concerning the "cultivation of the memory," and a good deal of harm done in attempts to develop it abnormally, as well as in making a misuse of it in the study of matters with the real learning of which it has very little to do. There is nothing easier than the development of a prodigious memory, *and there is no faculty of the mind so little worthy of such extreme cultivation.* If we wish to develop the muscles of any particular part of our bodies, we proceed to exercise those muscles moderately and regularly. With the faculties of the mind we do precisely the same thing. To secure a good memory, therefore, it is only necessary that the student shall exercise it systematically. Inattention is the first and greatest cause of bad memories. The way in which this habit of inattention is most commonly cultivated is in the careless reading of matters of no importance—newspaper paragraphs, items, detached thoughts—anything which makes no impression on the reader. The reading of such things generates a habit of careless, inattentive reading, which is often fatal to anything like a good memory. A very fruitful source of failure in attempts to cultivate the memory is the common mistake of confounding the husk with the grain, and learning to retain words rather than the ideas they express. Such memories are provokingly worthless, and yet there are teachers in plenty who take pains to cultivate just such in their pupils. As a rule, the exact phraseology of a book is never worth remembering. It is the thoughts, and not the mere words, that are wanted.

MAN, KNOW THYSELF.

Dr. Lewis H. Steiner, in the admirable discourse, "Am I my Brother's Keeper?" delivered before the American Public Health Association, at the late meeting in Baltimore, thus explains the duty of educators in reference to the preservation of the public health:

"The laws of health and the results of their violation should be freely communicated to the people, so that sanitarians may secure the aid of the people in their arduous labors. In order to insure the execution of a law in a republic, we must be supported by public sentiment in its favor, and this cannot be secured unless the people are fully informed as to its necessity and importance. Hence the necessity of popularizing the laws of hygiene, more especially those in reference to drainage, sewerage, ventilation, food and clothing. Our systems of instruction frequently omit physiology and all that relates to human health from their curricula of study, and many a student graduates at our learned institutions with a smattering of the classics, a vocabulary of metaphysical terms, a meagre knowledge of mathematics and sundry physical sciences, and some superficial acquaintance with history and English literature, but utterly ignorant of the wonderful organism that connects him with the earth and of what may be necessary to keep the same in good working order. This is really an opprobrium, from which we should free the courses of our learned institutions.

"The outlines of physiology and practical hygiene may be readily taught to the upper classes in our grammar schools, and a still more minute and thorough course should claim the scholar's attention as he advances in years and in scholastic attainments, so that when he leaves the schools, whether for practical or professional employment, he may be fitted to lend a helping hand in whatever concerns the health of the community. Then these subjects should be frequently discussed, by

competent persons, as to their practical relations, in the village lyceum and before the city institute. Independent of their practical value, which should make them specially attractive, there is also something very captivating about them when treated by an expert who has learned to appreciate their beauty as well as their utility.

"Give the people an opportunity to know something about *themselves*, and they will begin to take active measures against defective drains, improper ventilation and unwholesome food. They will rebel against improperly constructed houses, insist upon ample ventilation, and will not brook delay in the execution of sanitary reforms. Give them here in Baltimore more information on sanitary matters, and Jones' Falls and the Basin will cease to be subjects of wearisome chronic discussion—will speedily be placed by competent scientific supervision in such conditions as will render them inoffensive and not open to complaint on the score of their insalubrity."

Two years ago the State Board of Education required an examination in physiology and hygiene from every person applying for a teacher's certificate. Two weeks ago the Board of School Commissioners of Baltimore passed an order to furnish every school-room in the city with a thermometer. The world moves—slowly.

EDUCATIONAL CRITICISM.

The public schools are under fire, at the present time, all along the line. First come the compact ranks of those who are implacably hostile to them on general principles, and secretly plot or openly clamor for the destruction of the system by which they are sustained. Then appear in equal, if not greater force, those who are opponents, not of the school system, but of the schools themselves, as they are now organized and conducted; denouncing them for the imperfection of their

methods and the insufficiency of their results. The former class are little to be feared as yet, and their animosity need not greatly disquiet us. Their attacks have thus far only served to demonstrate how impregnably grounded in public opinion is the principle that universal education is the chief bulwark of the nation's liberties, and that to provide the means of this education is the legitimate function of the State. If they have excited the people anywhere, it has only been to impel them to throw fresh safeguards around the endeared and menaced institution by means of constitutional provisions, and to enact more stringent laws to compel fidelity to its opportunities.

But the latter class are to be feared, and respected as well as feared; for they are evidently the mouthpieces of public sentiment. It is plainly to be seen that there is a widespread uneasiness in the public mind as to what the schools are accomplishing, if indeed it do not amount to positive dissatisfaction. And it is in this default of confidence that the danger lies. Proofs of its existence sadly accumulate. Every sneer or assault of a lecturer, especially if he possess influence and authority in educational affairs—and such sallies relieve the monotony of many a rostrum,—every detracting paragraph in the newspapers—and such paragraphs are becoming more and more frequent—is caught up and echoed and re-echoed on every hand. The result—if the mistrust that prompts to these manifestations be not removed—may finally prove as disastrous, in the indiscriminating upheaval of the existing order of things it will occasion, as though the opposition were directed against the system itself.

American schools, taken as a whole, are characterized by marked defects, as well as by sterling merits. The most vicious of these defects are not of recent origin. They are far less prevalent, indeed, than they used to be. They are heirlooms. They were inwrought with the very lifesprings of the institution in the days of our fathers, when the schools were so implicitly trusted and applauded. And they are mistrusted at

the present time, and disallowed, because expectation is more intelligent and more exacting than it used to be.

There are other defects that are of recent origin. And the peculiar circumstances associated with their inception constitute the special difficulties of the situation. For they have grown up, partly out of a reaction against the old and vicious routine methods of teaching; partly out of an effort to apportion time, among the various studies, on a juster basis of their relative values than once prevailed; partly, again, through the introduction of studies, demanded by the altered conditions of society and knowledge, and utterly unknown to the old curricula. This combination of novel interferences with the established order of instruction has been pregnant with perplexities. It has occasioned practical problems that are very difficult of solution. It is no easy thing, under such exactions, to settle down on principles and processes that are sound and well adjusted and likely to be permanent. There will necessarily, at the first, be no little disproportion and onesidedness. Mistakes are inevitable. The pendulum of tentative experiment will swing too far hitherward or thitherward in many instances. A generation must pass off the stage before a finality shall be reached, if, indeed, anything conclusive be possible even then.

Under the pressure of such circumstances, all that practical educators can do is frankly to admit the difficulties and shortcomings of this transitional state of things, and plead for the patience which shall do justice to the schools. And they may fairly demand of the men of culture and standing who command the public ear and are enthroned in the public heart, that when they discuss the subject of popular education and public schools in the pulpit or on the rostrum, they shall not speak at random, they shall not echo prejudiced clamors, they shall not inconsiderately intensify the existing dissatisfaction by attacks that have no basis in truth and justice.—H. F. Harrington, *in Schermerhorn's Monthly.*

Gratitude is the memory of the heart.

STATE EXAMINATION (ILLINOIS), 1876.

Astronomy (Time, 70 Minutes).

1. In about what time does light pass from the Sun to the Earth; to Neptune; to the fixed star nearest the Solar System.

2. How many degrees in breadth is a temperate zone of the Earth, and why?

3. What is the least possible, and what is the greatest meridional altitude of the Sun during the year to an observer on latitude 40° N., and about what are the dates of these occurrences?

4. Does the local time of the rising and the setting of the Sun, on a given day, depend upon the latitude, or upon the longitude, of the location of the observer?

5. Should the Earth retain its present shape, but cease to revolve upon its axis, would there be Precession of the Equinoxes? And what, if any, would be the resulting change in the relative positions of the Equinoctial and the Ecliptic?

6. Find the distance through which the moon should fall toward the earth in one second of time; 16.08 feet being a measure of the attractive force of the earth at its surface. Write the proportion, giving the result in feet.

7. Give Halley's method of finding the solar parallax by observations of the transit of Venus. Draw a diagram, and illustrate so that your idea may be clearly seen.

8. What are the fixed stars supposed to be, and why?

9. Name the four fixed stars nearest the Earth.

10. How are the constituents of the solar atmosphere found by use of the spectroscope?

Zoology (Time, 50 Minutes).

1. Give a comprehensive definition of an animal.

2. Do birds approach nearer mammals or reptiles in their affinities, and why?

3. Give, in regular sequence, a list of the terms used by

classicists, passing from the individual to the kingdom, and giving a brief outline of the generalizations which lead to the use of the terms.

4. Indicate the differences between a reptile and a fish.

5. Define homology, and illustrate the use of the term by comparing individuals of at least six families of the vertebrates.

6. How do insects breathe, and how does the heart of them differ from that of mammals?

7. Describe the metamorphoses of the Batrachians.

8. Contrast the structure and manner of growth of the horns of the deer and sheep.

9. Give a brief statement of the reasons which would induce you in your private studies to make a specialty of some department of zoology.

10. What do we know concerning the origin of life? What is meant by spontaneous generation?

NATURAL PHILOSOPHY (Time, 60 Minutes).

1. Make a concise argument proving, first, the indestructibility of matter; and, second, the indestructibility of force.

2. Define heat, light, matter and motion.

3. What is the physical source of all terrestrial motion, except motions of the earth?

4. Name the six simple machines called the mechanical powers.

5. Explain how the pendulum is used to determine the form of the earth.

6. Give three laws for the vibration of strings.

7. What is sound? Give its velocity per second in air; in water.

8. What is an octave in music? Define the diatonic scale.

9. Why does the prism decompose light? Give the names of the seven colors of the spectrum in their order.

10. A power of 20 pounds, by means of a screw, exerts a pressure of 800 pounds. The threads are one-half inch apart; what is the circumference of the circle in which the power moves.

PHYSICAL GEOGRAPHY (Time, 60 Minutes).

1. Describe and explain the general features of the drainage of North America.

2. Describe the circulation of the sea by means of ocean currents. Give the cause.

3. Give the reason for the marked contrast in the temperature on the opposite coasts of the North Atlantic.

4. How are glaciers and icebergs formed?

5. Name the five great types into which mankind is usually divided. What three of them are found in Asia?

6. Give the reasons for the various colors of the clouds, when the sun is near the horizon. Why do red and orange tints prevail?

7. Give a brief description of the lakes recently discovered in the interior of Africa; names, altitude, latitude and longitude.

8. Give the points of similarity and contrast of the land masses of the old and new worlds, in respect to length, breadth, mountain chains, peninsulas and location of the highest mountains.

9. Explain the phenomenon of rain, and give the reasons why most of the rain that falls in Illinois comes southwest and west.

10. What is the source of all animal and vegetable life on earth?—*The Illinois Schoolmaster.*

STATE EXAMINATION (INDIANA).

Questions Prepared by the State Board of Education, for September, 1876.

ARITHMETIC.—1. Which of the following problems are possible? Illustrate each:

1. A concrete number ÷ a concrete number.
2. A concrete number ÷ an abstract number.
3. An abstract number ÷ an abstract number.
4. An abstract number ÷ a concrete number.

2. In a factory there are three wheels which revolve 20, 60 and 75 times a minute, respectively. What is the least time in which all of them will make an exact number of revolutions?

3. A plank is $18\frac{2}{3}$ feet long, 1-6 feet thick, and contains $11\frac{2}{3}$ cubic feet. What is its width?

4. Change the difference between 124 lb., 2 oz., and 13 lb., 13 oz., to the decimal of a ton.

5. Is 15 per cent. the same as 15 cents? Give reason for your opinion.

6. Define indorser, maker and maturity as used in percentage.

7. If 10 barrels of apples will pay for 5 cords of wood, and 2 cords of wood will pay for 4 tons of hay, how many barrels of apples will it take to pay for 50 tons of hay?

8. When the principal, interest and time are given, how do you find the rate? Illustrate.

9. How much clover seed will be required to sow a lot 75 feet by 120 feet, at the rate of 5-6 bushels to the acre?

10. A man in crossing a stream 500 yards wide was drifted down 200 yards. How far was he from the starting point?

GEOGRAPHY.—1. What is a canon? Locate the most celebrated canon in the world.

2. Name the five great monarchies in the northern hemisphere.

3. When are the days and nights equal in Indiana?

4. Of what use are glaciers, and where are they to be found?

5. What are periodical winds?

6. Where do you find the ostrich, porcupine, walrus, elephant and unicorn?

7. Where are tea, coffee, sugar, indigo and buckwheat produced?

8. What is a water-shed? What prominent water-shed is in Indiana?

9. A line drawn from Boston to New Orleans would pass through what States?

10. The equator crosses what political divisions?

GRAMMAR.—1. Name the different forms of sentences. Define each.

2. Tell the difference between a complex sentence and a compound sentence. Write a complex and a compound sentence.

3. Analyze the following sentence, and parse the words italicised: *Having reached the bridge,* we opened fire upon the enemy.

4. Tell the different uses which the pronoun may have in the sentence. Illustrate each use.

5. Write the interrogative pronouns and use each in a sentence.

6. What class of nouns add *s* in forming the plural? What ones add *es?*

7. How many voices have verbs? Why?

8. Give the synopsis of some verb using the first person, singular number, active voice.

9. What is meant by *parsing?*

10. Correct the following and give reasons: The wind blew fierce and the waves dashed high. You may learn the ninth and tenth page.

HISTORY.—1. Give an account of the discoveries made by the first Dutch explorer in the United States.

2. What three colonies originally constituted the present State of Connecticut? What were the peculiarities of their respective constitutions?

3. When was the Constitution of the United States adopted? When did it go into full operation?

4. Describe, briefly, the Mexican war and its results.

5. What event of great commercial importance to both continents took place in 1866? Give a brief description of it.

PHYSIOLOGY.—1. How does exercise affect the circulation?

2. What are the functions of the blood?

3. Why should clothing be worn loose?

4. Why is salt meat inferior to fresh meat as an article of food?

5. What are the consequences of excessive exercise?

THEORY AND PRACTICE.—1. State your reasons for refraining from boxing the ears, pulling the hair, or any like punishment of a child.

2. What are characteristics of good school government?

3. State, briefly, the results to be secured on the first day of school.

4. Why should orderly and systematic movements of pupils to and from recitation, recess, etc., be insisted upon?

5. State the characteristics of good school government.—*Indiana School Journal.*

EDITORIAL DEPARTMENT.

TEACHERS' INSTITUTES.—The Caroline county Institute held in Denton on the second, third, and fourth of November, was attended by nearly all the teachers of the county; and by the School Commissioners. Prof. Newell presided, and was ably assisted by the Examiner of the county. Rev. Geo. F. Beaven, Dr. Jas. L. Bryan, Examiner of Dorchester county, and the Rev. E. J. Stearns, of Denton. Several very interesting essays leading to useful discussions were read by teachers, among which may be named a paper by Mr. T. C. West, on securing the "Interest of Parents in School-work"; one by Mr. Jas. E. Carroll, on the best methods of teaching "Composition"; one by Mr. Jas. Swann, "How to deal with Missed Lessons"; an essay on "Irregular Attendance" by Mr. Cowan; on "Manners and Morals" by Miss A. Noble; and on "Literary Culture in the Pupils of Public Schools" by Miss C. Noble. A lively interest in the proceedings was taken by the citizens of Denton and the vicinity—the Court-house being well filled at every session, and sometimes crowded.

The Institute in Harford county began on the 15th of November. The first session was thinly attended, in consequence of the wet weather; but the teachers turned out in large force subsequently, though the weather was disagreeable during the whole week. The County Teachers' Association, Prof. Baird, President, met during the same week at the same time and took charge of the evening exercises, which were unusually interesting and very largely attended by the citizens of Bel-Air. The crowd indeed was so great as to suggest the necessity of procuring a larger room for the next meeting. One of the most interesting questions discussed was, "The Effect on the Schools of a Permanent Reduction of Teachers' Salaries." It was clearly shown that the ultimate effect would be to drive all efficient teachers out of the county, and if the policy was general, out of the State. It was

held to be the duty of the school authorities not merely to provide good teachers for the present schools, but to pursue such a plan as will secure good teachers for the future, because such teachers cannot be had at a moment's notice; they are the growth of circumstances, and when the "circumstances" are unfavorable they die out. The duty of the school officers is to encourage the growth of good teachers.

The Institute for Anne Arundel county was to have been held in Annapolis on the 20th of November, but at 10 o'clock (owing to a violent rainstorm), the only persons present were Mr. Fitzmaurice, teacher of the Male School, Annapolis, and Prof. Newell. Next day, the weather having cleared up, the Institute was organized and conducted by Mr. Wm. Harwood, Examiner of the County School Board. On Wednesday Prof. Newell presided. The attendance of teachers was good, but no School Commissioners were present, and not the slightest interest was manifested by the general public.

The Institute at Westminster, Carroll county, was not so well attended as usual. Teachers were slow in coming in, and some who were in town never came to the Institute at all. The exercises were spirited and interesting. One of the best essays read was Mr. Tipton's, on "Amendments of the School Law." Prof. Newson, the Examiner, presided as gracefully as ever, and the teachers responded to the calls made on them promptly and happily, but there was nothing like the warmth, energy and enthusiasm that have made the Institutes of Carroll county so famous in times past. Had the "Entertainment" on Friday evening anything to do with this backsliding? Or had the "pink slips" lost their inspiration?

The Association of Public School Commissoners of Maryland met in the library of the State Normal School on the 28th and 29th of November. This Association has been in existence for ten years, and has met regularly in the last week of November of each year. The attendance this year was as large as at any previous meeting. All the counties in the State were represented with the exception of Anne Arundel, Charles, Somerset, and St. Mary's. The discussions were confined to seasonable and practical topics; no "set speeches" were made, but a plain, business-like expression of opinion was freely given by all the members. Among the questions considered were the following:

1. "Is any change necessary in the mode of appointing School Commissioners?" Answer: No, unanimously.

2. "Are the District Trustees a help or a hindrance?" Opinions divided. A majority thought them a hindrance, but a strong minority believing them to be a "help," no formal action was taken, the understanding being that whatever may be the estimate placed by the Association on the "District Trustees" the General Assembly is not likely to make any change in the law. Prof. Newson strongly urged the appointment of one trustee instead of three.

3. "What is the best method of supplying pupils with books?" Some favored the purchase of books by the County Board,—to be lent to pupils

on payment of a quarterly fee (not exceeding one dollar), but the majority were in favor of requiring pupils to purchase the books. It was noticeable that every speaker thought that the method adopted in his county must be the best for the whole State.

4. A large part of the time of the Association was taken up with the consideration of the claims of the County School Boards to the balance of the State school tax remaining in the State treasury after each quarterly distribution. On the 30th of September, 1875, the Comptroller reported a balance of $500,662.05 of Public School tax in his hands. Of this amount $128,326.01 was distributed on the 10th of October. It was claimed by members of the Association that the whole balance should have been distributed on that day; and that once a quarter (on the days named in the school law) the *whole balance* then in the treasury should be distributed. It is understood that the Comptroller claims the right to distribute quarterly in each fiscal year, one-fourth of the tax collected in the previous fiscal year, thus practically keeping the proceeds of the school tax for one year always in the treasury. The following are the figures copied from the Comptroller's Report for the year ending Sept. 30th, 1875, on which the dispute rests.

Receipts during the fiscal year	1865	$248,772 26
" " " " "	1866	390,901 96
" " " " "	1867	384,218 56
" " " " "	1868	372,111 44
" " " " "	1869	383,656 74
" " " " "	1870	421,161 51
" " " " "	1871	410,065 64
" " " " "	1872	459,645 04
" " " " "	1873	454,130 06
" " " " "	1874	511,180 76
" " " " "	1875	604,713 08
		4,640,557 05
Disbursements on account of	1865	$423,380 78
" " "	1866	442,450 31
" " "	1867	440,933 84
" " "	1868	419,436 87
" " "	1869	436,010 68
" " "	1870	428,617 28
" " "	1871	414,453 63
" " "	1872	368,014 25
" " "	1873	322,240 73
" " "	1874	444,356 52
		4,139,895 00

NOTE.—Of this balance of $500,662.05, there has been paid since the close of the fiscal year, $128,326.01.

Primary Instruction in France.—From an article in the *Journal des Debats* the following details are collected concerning the progress of primary instruction in France:

"It is an opinion common in France and in Europe that our country is doing little for primary instruction. How often have we not heard Englishmen and Belgians speak with commiseration of the ignorance of our peasants and artisans! Our neighbors easily forget that France, as regards primary instruction, ranks before England and Belgium.

"France has made, especially within a few years, enormous progress by the diffusion of primary instruction. Under the empire, M. Duruy had given a great impulse to this public service. Since our disasters, the departments and municipalities have redoubled their efforts. The sacrifices made for our schools have increased considerably. In his report upon primary instruction at the Vienna Exhibition, M. Levasseur estimated at 71,000,000 francs the expenditure of France for this branch of education; M. Bardeux states it at 85,000,000 francs, of which 25,000,000 are furnished by the State, 41,000,000 by the departments and communes, and the remainder by families. Adding the expenditures for higher branches of education, and the other items that help to swell the list of expenditures, one may calculate the total expenses for educational purposes in France at 150,000,000 francs. There has, then, been much progress made, but there still remains much to do; the increase of the salaries of teachers, of the number and efficiency of the schools, of the public libraries, etc.

"Normal schools require particular attention, so that capable teachers may be provided, and the credit for this branch in 1877 will be increased to 100,000 francs. New primary schools are to be opened. In 1864 there were 1,800 *communes* where no school existed, and there are still too many unprovided, or not sufficiently supplied.

"A short time ago the London *Times*, in an article upon primary instruction in London, thus described what the school-houses had formerly been in Great Britain: 'When a building was neither suitable for horses, or cows, or pigs, nor for a coach-house, nor a lodging-house, they made a school-house of it. Now-a-days all that is different in England; and during the last six years the number of scholars attending the schools of London has increased 160,000.' The sums voted for the construction of schools in France will have the same influence."

Compulsion in England.—The English Parliament has passed an act making it the duty of all parents "to cause their children to receive sufficient elementary instruction," under penalty of magisterial interference. No one is allowed to employ a child under ten years of age for service, or one over ten, except on the presentation of a certificate of proficiency in the primary studies. Formerly the law gave each local school the authority to compel attendance at discretion; now the local board is empowered and required to enforce the new act, and they are authorized to make by-laws

for facilitating the action the of law. "If parents habitually, and without reasonable excuse, neglect to provide instruction for their children, or if any child is found habitually wandering or not under proper control, or in the company of rogues, vagabonds, disorderly persons, or reputed criminals, it shall be the duty of the local authority to complain to a court of summary jurisdiction, when an order may be made for the child's attendance at school; and where the order is not complied with, the child may be sent to an industrial school, and a penalty imposed on the parent." The Education Department is charged with the rigid enforcement of the act.

The young Emperor of China will soon commence to learn his letters. The edict of the Empress Regent appeared in the Pekin *Gazette* of the 8th of February: "As the Emperor," says this document, "has mounted the throne at a very tender age, his studies must commence as soon as possible, so that the beneficial effects of education may make themselves felt in him at an early date." Among the arrangements made for the studies of the Emperor, we must mention a nomination which did *not* appear in the *Gazette*—that of *Lahachulce*, or boy of the whip. The one who fills this post is a child of the same age of the Emperor, who has the honor of being flogged, or put on a diet of dry bread, each time that the little Emperor is either naughty or lazy!

The University of Missouri, established in 1843, now has an annual income of $65,000, $45,000 being the interest on the funds arising from the sale of part of the land granted to Missouri by Congress, and the remaining $20,000 is an annual legislative appropriation. Some of the lands belonging to the University endowment still remain unsold. The University has seven departments, the College proper, the Normal School, the Agricultural and Mechanical College, the School of Mines and Metallurgy, the Law School, the Medical College, and the Department of Analytical and Applied Chemistry.

Johns Hopkins' University, Baltimore, Nov. 22d, 1876.—Applications for Admission from Graduates, 39; from Undergraduates, 115; Total, 154. Accepted, 59; not Accepted, 95. Received as Graduate Students, 24; received as Undergraduate Students, on trial (to be examined for matriculation in January, 1877), 24. Received as Special Students, not candidates for degrees, 11. Fellows, 20. Total attending the instructions of the University, 79.

In the schools of Yeddo, Japan, there are 12,000 scholars who are now studying European languages. All learn French, 8,000 are learning English, and 2,000 the German.

The fifth general meeting of the Confederation of Belgium teachers was held at Ghent, on the 11th and 12th of September, when the following questions were proposed and discussed:

1. What can Primary Schools do to develop artistic taste among children?
2. Which are the best means to adopt for the teaching of the mother tongue?
3. Which are the best means to diffuse a knowledge of manual labor in the town and country schools?
4. The advantages of scholastic exhibitions, and the best means of organizing them?

The Italian Government intends to establish free schools. They are greatly needed, inasmuch as sixty out of every one hundred men in the country can neither read nor write. While Italy devotes $80,000,000 annually to her army and navy, she has hitherto given less than $5,000,000 a year to popular education.

The State Teachers' Association of Indiana made a timely and important movement by the adoption of the following resolution:

"*Resolved*, That we recommend that such instruction and experiments be introduced into our schools as shall show the nature of alcohol and its dire effects on the human system."

Professor Armstrong said that during a session of school teachers in Cincinnati, but one of the city papers thought it necessary to be represented during the week, but that on Saturday, the day of the closing of the institute, a prize fight near the city, between McCool and another noted bruiser, was witnessed by *sixty-one* reporters.

Dr. Sears says that the majority of the Southern States have made slow but steady progress in education; two or three have manifested renewed interest and energy. The conviction of the necessity of public schools is gaining ground everywhere.

Pennsylvania has nine Normal Schools, with provisions for three more—the State being laid off in twelve Normal School districts.

Russia contains 15,313,548 children of between seven and fourteen years of age, and only sixty-nine per cent. attend school.

The University of Upsal, Sweden, will celebrate in September of next year the 400th anniversary of its foundation.

We note the decease of the mathematician and author, Charles Davies, LL.D., L. H. D., who died on Fishkill-on-Hudson, September 17.

EDUCATION is making progress in Russia. In 1866 only one conscript out of each hundred was able to read and write, in 1870 the average had risen to eleven in each hundred, and has been still further increased of late years. The municipal council of St. Petersburg is thinking of making attendance at school compulsory in the city and district adjoining, for all children from 8 to 12 years of age. The yearly report of the Education Department states that, excluding Finland, the Caucasus, and Central Asia, there are 22,768 elementary schools, with 754,431 male and 185,056 female scholars. This shows one scholar to 48 males and 205 females, and one school to 3,294 inhabitants. In the German Provinces there is one school to 2,044 persons, and one scholar to 15 males and 24 females. In the Gymnasia, where the pupils have the option of learning French or German, 11,382 prefer German, and 8,508 French, this preponderance for German being almost entirely furnished by the pupils entering during the last two years.

WE take the following account of the Maryland Exhibit from the "Michigan Teacher":

"MARYLAND.—From a school map shown in this section, we get a very good idea of the distribution of schools for white and colored children. From it we learn that there are in the State 1,524 white schools with 120,523 pupils, and 322 colored schools with 105,760 pupils, nearly as many colored children as white, with but one-fifth as many schools. This is accounted for by the fact that colored schools are only supported in the cities, where they are all large. The State Normal School makes a very fair exhibit of the examination papers for the past ten years, neatly bound in volumes. There are also good specimens of map-drawing from the Normal School and photographs of the building. The Baltimore City College shows some very good work, and that shown from the Western Female High School, and the public grammar schools, shows great care and proficiency. There are large pictures of the beautiful buildings of the Eastern and Western Female High Schools, of the Baltimore City College, and of the grammar school of the city. This small exhibit of school buildings is more than compensated for by a collection of designs for frame, brick, and stone houses, prepared by the State Board of Education, and largely followed throughout the State. Specimens of the school furniture in general use are shown, also sample copies of the text-books. The Maryland Institution for the Blind is represented by a case of pretty work in worsted, beads, wax flowers, etc.

A SALARY of $1,000 has been voted by the Boston School Committee to James Robinson, aged 95 years, and an old teacher. The old gentleman is dependant on this money, but is left to believe that he is still liable to be called on to teach arithmetic and book-keeping.

In this little item, which we take from an exchange, there are two things we like · first, the liberality of the Boston committee; and, second, the sense of self-respect shown by the good old teacher, who is unwilling to receive the money unless made to believe that he is in position to earn it.

Two classes of qualifications are needed in order to make an accomplished and successful teacher: 1. An interest in the subject taught, a love for the work of teaching, and an earnest desire to promote the highest interest of the learners. 2. Mental vigor and flexibility, insight into character, knowledge of methods, ability to adapt them to circumstances, and the many nameless resources which contribute to make up tact, skill and teaching power.—*Michigan Teacher.*

The Liverpool *Post* says a child, aged 13, having been disobedient, and refusing to hold out his hand, the teacher boxed him on the ear, and, after suffering for several weeks, the boy died.

Ontario, Canada, has had an experience not unlike that Baltimore recently endured—out of 1,675 candidates for the "High School Intermediate" but 234 succeeded in passing.

Virginia spends nearly a million a year in the support of her public schools. 4,620 teachers impart instruction to 115,243 pupils, of whom 34,722 are colored.

Prof. E. S. Snell—Mathematics and Natural Philosophy—Amherst College, died, aged 75.

PUBLISHER'S DEPARTMENT.

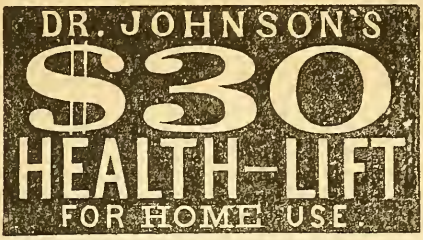
We offer a valuable aid to Sabbath-school teachers as a premium to the subscribers to the Journal. For $5.00 we will send four copies of the School Journal and one copy of the *National Sunday-School Teacher*, published in Chicago. It is undenominational, is ably edited, and is full and comprehensive in its treatment of Sabbath-school lessons. Or, if desired, for $2.25 we will send one copy each of the School Journal and the *Sunday-School Teacher.*

We renew the club rates sometime ago offered to our subscribers.

For $4 25 we send one copy of any of *Harper's* Publications and the Journal one year.

For $4 00 we will send either *Lippincott's* or *Scribner's* Magazine and the Journal one year.

THE ONLY ONE AWARDED CENTENNIAL MEDAL.



IS THE CHEAPEST, BEST AND MOST POPULAR.

Embodies all the merits of other Lifters, besides having advantages peculiar to itself, being the

Lightest, Simplest, most Compact, Ornamental and Convenient.

Highly commended by thousands of Physicians, all Classes of Professional Gentlemen, and Brain-Workers generally, and by all kinds of Sedentary People, and Chronic Invalids of every sort.
Send stamp for Illustrated Circular.

AGENTS WANTED.

J. W. SCHERMERHORN,
14 Bond Street, New York,
Publishers, Booksellers and Manufacturers of School Material.

To be seen at store of J. W. Bond & Co., and also with M. A. Newell, Principal State Normal School, of Baltimore.

ZUCCATO'S PATENT PAPYROGRAPH.

400 Autograph Copies of any Writing, Illustration, Design, Notice, Map, Table, Examination Paper, &c.,

Can be produced by the Papyrograph in an hour with an ordinary copying press.

Men in all kinds of business, and in schools of every grade, will find it invaluable, and that there is no limit to its practical use.

Send for Circulars and Catalogue of prices. Address,

PAPYROGRAPH CO.,
43 and 45 Shelucted Street,
NORWICH, CONN.

NATIONAL SUNDAY SCHOOL TEACHER

Edited by M. C. HAZARD. Is undoubtedly the **best Teachers' Help** published. Has the **most thorough, helpful** and **inspiring lessons**, the **best corps of contributors**, and the **most popular editorial departments.** Needs only to be examined in order to be taken. Terms: **$1.50** per year. Clubs of five or more receive six Lesson Papers with each copy. Sample copy sent **free** on application to

ADAMS, BLACKMER, & LYON PUB. CO., CHICAGO.

Construction, Diction and Decorum of Correspondence.

HOW TO WRITE LETTERS.

A Text-Book for Schools, and a Reference Book for Private Use.

Showing the correct Structure, Composition, Punctuation, Formalities and Uses of the various kinds of LETTERS, NOTES and CARDS, including rules on Orthography, Capitals and Punctuation, and the uses, abuses and forms of Clerical, Civil, Political, Military, Naval, Social, &c., Titles and Addresses. By J. WILLIS WESTLAKE, A. M., Prof. English Literature, Penna. State Normal School—264 pages, cloth, $1.00; fine gilt, $150. Sent post-paid on receipt of price. Special rates for schools in quantities.

ANOTHER EDUCATIONAL ADVANCE.

LLOYD'S

LITERATURE FOR LITTLE FOLKS.

Boards, 50 Cents. Cloth, 75 Cents.

FIRST STEPS IN THINGS, THOUGHTS, WORDS, SENTENCES AND CHILD-LITERATURE.

—BEING—

Select Gems from Standard Authors, and Easy Lessons in Composition.

By ELIZABETH LLOYD, M. S.

ALWAYS KEPT AHEAD!

BROOKS' UNRIVALLED SERIES

—OF—

ARITHMETIC, ALGEBRA AND GEOMETRY.

The Best for Schools and the most Practical for Business.

Primary, 25. Elementary, 50.	New Mental, 38. Written, 95.	Algebra, $1.25. Geometry, 84.	Geometry and Trigonometry,	$1.25

NORMAL HIGHER ARITHMETIC (just out), $1.38.

BROOKS' NORMAL MATHEMATICAL SERIES has stood the practical test of CLASS USE triumphantly in hundreds of cities and towns, and thousands of country schools.

From Prof. JOSEPH W. WILSON, A. M., *Prof. Practical Mathematics, Philadelphia High School, Pa*:—"I consider Prof. Brooks' Series the best published."

From Prof. J. BALDWIN, A. M., *President Kirksville Normal School, Mo.*:—"BROOKS' NORMAL MATHEMATICS are, deservedly, recognized as among the best."

From Prof. J. T. GREGG, *Sup't. Salem City, Oregon*:—"Decidedly and unquestionably *the best I ever saw*.—Must be studied to be appreciated."

Raub's Normal Spellers 25, 38	Fewsmith's Grammars - - - 45, 65,
Pelton's Outline Maps - $25	Peterson's Familiar Sciences 80, $1.60.

☞ Full Catalogues of SOWER, POTTS & CO'S PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

THE ECLECTIC GEOGRAPHIES

ARE USED IN THE SCHOOLS OF

Over 300 Cities and Towns in Ohio.

What the Superintendents and Principals say of the Eclectic Geographies:—

Sup't ALSTON ELLIS, Hamilton:—"They have been used in our schools since 1872 with remarkable success. In no instance have they failed to give **full satisfaction.**"

Sup't E. F. MOULTON, Oberlin:—"Our pupils seem to have a **more intelligent understanding of the subject** than when they have studied it in other books. I think there are two reasons for this: 1st. The arrangement of the books is very systematic, having the proper matter in the proper place. 2d. Everything is presented in a clear, concise and interesting manner. I might add another reason—that the **teachers are able to understand it,** and so are able to teach the subject intelligently."

J. W. MEANS, Prin., Christiansburg:—"No book has ever rendered such decided proofs of **thoroughness, completeness and superior merit.**"

Sup't C. F. PALMER, Findlay:—"They are divested of all superfluous matter, and contain only what the pupil should learn. The system of Map Drawing is clear and simple, and **we obtain excellent results without subordinating everything else** as is sometimes necessary."

Sup't W. W. ROSS, Fremont:—"They are especially commendable in that **they pursue the natural order of the subject.**"

Sup't H. B. FURNESS, Tiffin:—"They are highly esteemed by our teachers, who believe they are **doing better work** in Geography than ever before."

J. A. SLONEKER, Prin., Trenton:—"The Eclectic Geographies give satisfaction in every particular. I teach Geography by the **topic method,** and have seen no Geography that excels the Eclectic for this purpose."

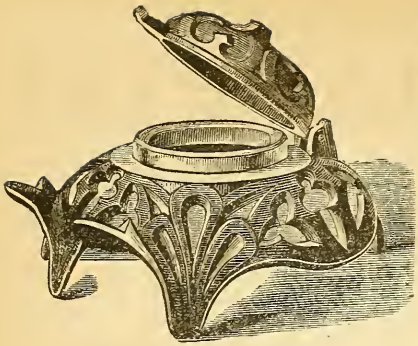
Sup't JOS. F. LUKENS, Wooster:—"They stand the test of the school room. **The best results attend their use.** The system of Map Drawing is practical, and the results are good maps and increased interest in the study."

Sup't W. R. WEAN, Wellington:—"**No change in school books could be fraught with greater or better results.**"

Pres't DIXON, Willoughby College:—"I think the author has discovered and presented to us the **true method of most successfully teaching this science.**"

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

J. W. BOND & CO., Baltimore.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

—:—

JAS. M. GARNETT, LL.D., Principal.

—:—

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF
GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

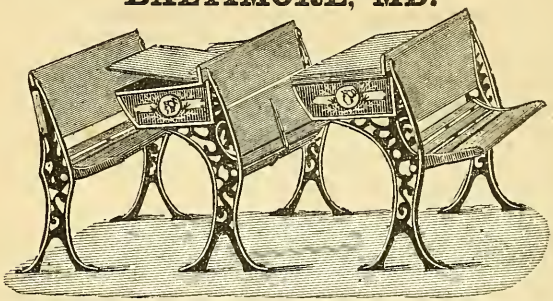
SOPER'S
PATENT SCHOOL DESKS,

MANUFACTURED BY

CHAS. P. STEVENS,

No. 3 South Calvert Street,

BALTIMORE, MD.



SOPER'S PATENT SCHOOL DESKS

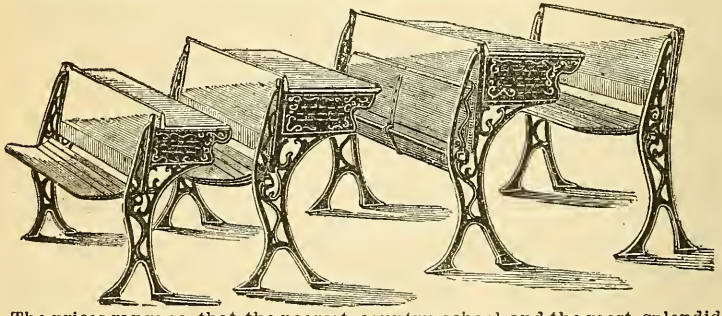
WITH FOLDING CURVED SEATS,

Are no longer AN EXPERIMENT, but have become an established success in hundreds of Private and Public Schools. For durability, economy, comfort, health, convenience and beauty, they are absolutely unrivalled.

They are constructed upon perfect physiological principles, the back of the pupil being correctly supported, while the curved seat greatly contributes to his comfort.

The Folding Seats open an aisle between each row of Desks, promoting the comfort of pupils and securing better opportunity for cleaning the schoolroom.

The castings are very strong and of neat design. The Desks are made of thoroughly seasoned lumber, by the best cabinet-makers.



The prices range so that the poorest country school and the most splendid college can be suited.

FULL PARTICULARS or CATALOGUE sent free on application. WRITE FOR ONE.

BEFORE BUYING OTHER DESKS, LET ME MAKE AN ESTIMATE FOR YOU.

CHARLES P. STEVENS,

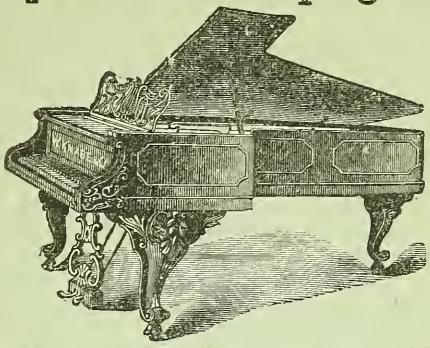
MANUFACTURER OF CABINET AND SCHOOL FURNITURE,

No. 3 S. CALVERT ST., BALTIMORE.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

PROF. WALTER SMITH'S

SYSTEM OF DRAWING,

Cards, Books, Manuals and Models for Examination and Sale at the

MARYLAND AGENCY, 332 West Baltimore Street,

Near Howard.

Teachers and Educators generally are invited to call and examine the System. It is now successfully used in the following places:

Boston,	Springfield.	Chicago,	Providence, R. I.
Concord, N. H.	Detroit, Mich.	Lowell.	Augusta, Me.
Milwaukee, Wis.	Lawrence.	Lewiston, Me.	Minneapolis, Minn.
Newton.	Natick.	Indianapolis, Ind.	Taunton.
Gloucester.	St. Louis, Mo.	Somerville.	Pittsfield.
San Francisco, Cal.	Worcester.	Haverhill.	Washington, D. C.
Cambridge.	Syracuse.	Newport, R. I.	Waltham.
Rochester.	Auburn, N. Y.	Dedham.	Pittsburg, Penn.
Sandusky, Ohio.	Fall River.	Alleghany, Penn.	Lewiston, Me.
New Bedford.	Columbus, O.	Baltimore.	Fitchburg.
Toledo.	Binghamton, N. Y.		Scranton, Pa.

The course has also been placed on the list of text-books adopted for use in the public schools in New York City and Brooklyn.

SPECIAL PRICES GIVEN FOR INTRODUCTORY SUPPLIES.

WM. J. C. DULANY & CO.,

BOOKSELLERS, AND AGENTS FOR L. PRANG & CO., PUBLISHERS.

ECLECTIC EDUCATIONAL SERIES.

The Best Books at the Lowest Prices.

McGuffey's Readers and Speller
Ray's Series of Arithmetics
Ray's New Algebras
Ray's Higher Mathematics
Eclectic Series of Geographies
Eclectic System of Penmanship
Venables U. S. History
Brown's Physiology and Hygiene
Harvey's Graded-School Readers
Harvey's Graded-School Speller
Harvey's Language Lessons
Harvey's Ele. and English Grammars
White's Graded-School Arithmetics
Schuyler's Complete Algebra
Schuyler's Elements of Geometry
Schuyler's Trig. and Mensuration
&c., &c., &c.

The Publishers invite special attention to the following

NEW TEXT-BOOKS and BOOKS for TEACHERS' USE:

The Prices quoted are: **I.** REGULAR RETAIL PRICE. **II.** INTRODUCTION PRICE—For first introduction into schools where not already in use. **III.** EXCHANGE PRICE (*one-half retail price*)—For first introduction into schools in exchange for the corresponding old books of other series in use in the schools.

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, to teachers or school officers, on receipt of the Introduction Price.

	I.	II.	III.
WHITE'S MANUAL OF ARITHMETIC (**Just Published**) containing Suggestions, Methods of Teaching, Models of Analysis, and Illustrative Solutions of Problems. Full Cloth	$1.00	$1.00	
SCHUYLER'S ELEMENTS OF GEOMETRY	1.50	1.13	
SCHUYLER'S TRIGONOMETRY AND MENSURATION	1.50	1.13	
RAY'S DIFFERENTIAL AND INTEGRAL CALCULUS	2.25	1.69	
RAY'S SURVEYING AND NAVIGATION	2.25	1.69	
HARVEY'S LANGUAGE LESSONS	.30	.22	.15
HEPBURN'S ENGLISH RHETORIC	1.25	.94	.63
THALHEIMER'S HISTORY OF ENGLAND	1.50	1.13	
NORTON'S ELEMENTS OF PHYSICS	1.15	.84	.58
GOW'S GOOD MORALS AND GENTLE MANNERS	1.25	.94	
DUFFET'S FRENCH LITERATURE	1.00	.75	
KRUSI'S LIFE OF PESTALOZZI	2.25	2.25	
HAILMAN'S KINDERGARTEN CULTURE	.75	.75	
HAILMAN'S LECTURES ON HISTORY OF PEDAGOGY	.75	.75	
THE EXAMINER, OR TEACHER'S AID	.50	.50	
SMART'S MANUAL OF FREE GYMNASTICS	.20	.20	
OBJECT LESSONS, BY LILIENTHAL AND ALLYN	.25	.25	
PAYNE'S SCHOOL SUPERVISION	1.25	1.25	

(A number of the Blank Forms and Reports recommended in PAYNE'S SCHOOL SUPERVISION have been published separately for the use of Teachers, Principals and Superintendent. Send for descriptive circular and price-list.)

PUBLISHED BY

WILSON, HINKLE & CO., - Cincinnati and New York.

J. W. BOND & CO., - Baltimore.

Vol. III. January, 1877. No. 5.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE
The Country School. II	583
Good Reading	587
School-life and its Influence on Sight. By George Reuling, M. D.,	591
Names Geographical and Historical.	606
The School Room	610
Drawing—Opinions of Experts	612
Editorial Department:	
Christmas	615
Public School Teachers' Association of Baltimore	617
Prof. Tyndall	618
The German Blonde	618
School Management	618
Prof. Burt	619
Mexican Schools	619
Philadelphia Bankrupt	620
Sir Wm. Thomson's Address	620

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:
PRINTED BY KELLY, PIET & CO.,
No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md,

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.
The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.
Creery's Grammar School Spelling Book.....60 Cents,
Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.
Newell & Creery's Second Reader.....50 Cents.
Newell & Creery's Third Reader.....75 Cents.
Newell & Creery's Fourth Reader.....90 Cents.
Newell & Creery's Fifth Reader..... $1.25.
Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History, with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.
Each.....20 Cents.
Kerney's Catechism U. S. History.....25 Cents.
Kerney's Catechism Sacred History.....25 Cents.
Wilson's History of American Revolution..... $1.50
History of France..... $1.75.
Manual of Catholic Church History..... $1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.
Historia Sacræ.....50 Cents.
Phaedrus.....50 Cents.
Ovid, Part 1.....50 Cents. **Part 2**.....75 Cents.
DeGournay's First Steps in French.....60 Cents.
Fables de la Fontaine.....75 Cents.
Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.
Louage, Moral Philosophy..... $1.50.
The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.
Weekly Report Books for Schools, per dozen..... $1.25.
Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.
Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,
174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. JANUARY, 1877. No. 5.

THE COUNTRY SCHOOL.

II.

ORGANIZATION.

A CLASS consists of a certain number of pupils who pursue one study at the same time and rate. A GRADE consists of a certain number of pupils who pursue all their school studies at the same time, and, as nearly as may be, at the same rate. The organization by classes is much more common in country schools than the organization by grades, but, in our opinion, it is much less effective. Postponing, however, the discussion of the comparative merits of the two systems, we proceed to make some observations on the organization by classes.

1. The whole time of the teacher should not be taken up with class recitations. At least one hour in the day should be devoted to GENERAL EXERCISES; that is, to exercises in which all or nearly all the pupils can join at the same time, such as Singing, Drawing, and Writing. If half an hour more is allowed, as it ought to be, for recesses and unavoidable interruptions, there remain but four hours and a half for class recitations.

2. Therefore, the number of classes should be as small as it can be made without positive injury to the pupils. If the average time given to a recitation is a quarter of an hour—

none less than ten minutes and none over twenty—there can be but eighteen recitations in the four hours and a half devoted to this purpose. Teachers make a great mistake who try to do more. Yet it is not uncommon to find a school organized in from twenty to thirty classes, some of them reciting two or three times a day. The following is a fair sample; 1 class in the Alphabet; Spelling, 4; Reading, 5; Arithmetic, 5; Geography, 3; Grammar, 2; History, 1; Various Higher Studies, 3; twenty-four classes: but as the Alphabet class will necessarily have three daily recitations, and two of the spelling and reading classes, two each, the number of daily recitations is thirty, which allows an average of only nine minutes to each, including the time occupied in calling and dismissing classes. The necessary consequence of such an arrangement is that both teacher and pupils are crowded. The former has no time to *teach;* the day is spent in merely *hearing lessons;* and as there is not time even to hear lessons effectively, the preparation becomes superficial and imperfect, and the whole work of the school degenerates into a lifeless, mechanical routine. In this we have a sufficient explanation of the causes of the imperfect and unsatisfactory results of much of our common school teaching; and though many other influences, which we cannot control, cöoperate in the same direction, we are convinced that the organization of the school, which can be completely controlled by the teacher and the school directors, is the most potent of them all.

It is not possible to lay down here any but the most general principles of classification. Not only does one school differ from another so much that the working-plan suitable for one may be most unsuitable for the other; but the same school varies so much from season to season as to necessitate a complete change of plan to meet the changed circumstances. The two propositions which we have stated—that the whole time should not be spent in recitations, and that the number of recitations should be as small as possible—will not be disputed in the abstract by any; but in the practical application of them teachers will differ widely.

Referring to such a classification as we have given in a preceding paragraph, they will say: "It is not good, but we cannot make it better." Let us suggest what we think would be an improvement, though still far from being perfect. Abolish the Alphabet class; make 3 classes for Reading and Spelling combined, 1 for Reading alone, and 1 for Spelling alone; Arithmetic, 5 classes; Geography, 1; Geography and History, alternately, 1; Grammar and Composition, 2; Higher Studies, 3. This gives us seventeen classes; but as the three "Reading and Spelling" classes should recite twice a day, we have really twenty recitations with an average time of thirteen and a half minutes to each. It will often happen, however, that one or more of the classes named will be unrepresented; so that, practically, we shall have about fifteen minutes for an average recitation. The teacher should not attempt to stretch out or cut down every class to this Procrustean standard; some classes, owing to the number of pupils or the nature of the study, will need more, others can do with less; the best general rule we can give is that no recitation should be much under ten minutes or much over twenty.

If a close approximation to a perfect classification were once made, it would still be found very difficult to preserve it. The irregular attendance of some students, the indolence of others, the impatience of parents, and the disposition of teachers to yield rather than give offence, tend to make gaps in the line. A pupil falls so far behind as to be unable to go on with his class; the teacher speaks of removing him to the class next below; the pupil feels insulted, and complains to the parent; the parent supports the pupil; the teacher yields, but as the time lost cannot be regained, he soon finds that the laggard pupil must be placed in a class by himself. This compromise is generally satisfactory to pupil and parent; but it increases the labor of the teacher and diminishes the efficiency of the rest of the school. The precedent having been once set, and like causes continuing to produce like effects, classes are at last entirely disintegrated, and the school is but an aggre-

gate of individuals without organization. Small schools suffer earlier and suffer more than large ones, but the tendency is the same everywhere, and classes are in all our district schools too numerous.

Another cause that leads to the injurious multiplication of classes is the serial form of our text-books. There are six reading books in a series; therefore, there must be six reading classes; there are three books in the geographical series, therefore we must have at least one class (it may be and often is more than one) in each book. This is a fatal error. Something may be said in favor of a graduated series of reading-books (though even here we think the majority of schools would do better with four books than with six), but there should be only one kind of Spelling-book, one of Arithmetic, one of Grammar, and one of Geography. The intermediate book in each study is probably the best to use in most cases. Exception may be made in behalf of the classes which we have designated as "Higher Studies." The use of serial text-books is of questionable advantage, even in the highly organized and closely graded city schools for which they were intended (if indeed they were intended for anything but the profit of publishers), but in the average country school these books do much positive harm. It is an every day occurrence to find children "studying" arithmetic, grammar, and geography, when they are not able even to read the text without assistance; and the temptation is the possession of these "First Steps," "First Lines," and "Introductions." Reading must of necessity be taught step by step—at least as far as the Third or Fourth Reader; but the use of text-books in arithmetic, geography, and grammar should be postponed till the learner is able to read and understand a good book in each of these subjects; and the book selected should be continued in use till the pupil has mastered it thoroughly both in matter and form. To the young beginner one book read three times is far better than three books read once. We would have very few books in school and these few should be short; but we would have them

so carefully studied and so often repeated that the impressions made could never be effaced. At all events we would not drift into the error of multiplying classes, increasing our labors, and diminishing the results, merely because we had been furnished with the facilities for so doing, by the publication of many volumed text-books.

GOOD READING.

To mark out a satisfactory course of reading is quite impossible. English literature is so rich that you must make rigorous selection. The following list is made for those who wish to read mainly with reference to a knowledge of the works themselves as a means of general information and culture:

1. *The Essayists.* *Macaulay's Miscellanies* are admirable for brilliant exhaustiveness in treating of a wide range of most interesting and instructive topics. Lord Jeffrey's *Contributions to the Edinburgh Review* will be found invaluable in the line of literary criticism, as aiding the reader in forming his own opinions as to the merits of a group of writers belonging to one of the most brilliant periods in English literature. The *Miscellaneous Writings of Sir James Mackintosh* are all of them masterly and statesmanlike productions. These are all to be found in the collections called "The Modern British Essayists." Among our own writers, *Whipple's Essays* are perhaps entitled to the foremost place as calm, candid, thorough and elegant compositions. *Emerson's Essays* are remarkable for the singular subtlety and force of the English employed, and the curious individuality of the author's treatment of his subjects. Irving's *Sketch Book* will be found delightful for its grace, beauty, varying humor and pathos. To these may be added in a general way John Wilson's *Noctes Ambrosianae*, D'Israeli's *Curiosities of Literature*, Carlyle's *Heroes and Hero Worship*, and the *Spectator*.

2. *The Humorists.* Among these, Lamb's *Essays of Elia*

will always be the delight of the lovers of rare grace and raciness of style. The *Recreations of Christopher North* are a curious compound of keen observation, poetic feeling, and rollicking abandon of style. Irving's *Knickerbocker's History of New York* is a marvelous piece of sustained comic gravity. Holmes' *Autocrat of the Breakfast Table,* and his *Poet at the Breakfast Table* as well abound in the shrewd and delicate humor of the man who does not dare to be "as funny as he can." Cozzen's *Sparrowgrass Papers,* and Warner's *My Summer in a Garden* are in the finest vein of American humor, without the current, perverse passion of Americans for burlesque in bad English and worse spelling. If accessible, the reader might add Goldsmith's *Citizen of the World,* and portions of the writings of Hood.

3. The *Epistolary Writers,* while not so numerous a class, may be studied with profit. Among these, the *Letters of Lady Montague* are among the earliest English models. *Cowper's Letters,* already named and characterized, will always stand foremost as possessing the rarest excellence. The English translation of the *Letters of Madame de Sevigné,* while abounding in local incident, are strikingly *naif* and vivacious. Willis' *Letters from Under a Bridge* are pleasantly written, but are rather meditative essays,—not letters save in form. It is to be regretted that so few of our first writers have cultivated this species of writing. There is nothing like it for *genre* art in literature.

4. *Diarists.* For the best specimens of this class, we have to betake ourselves to England. The *Diaries of Evelyn,* Samuel Pepys, and the *Diaries and Letters of Madame D'Arblay,* are all we have space to name. No other writings give so clear an inside view of particular periods as these. Letter writers, for some reason, are wanting in genius for this species of composition.

5. *The Orators and Speakers.* These may be divided into the Lecturers, the Preachers, the Advocates, and the Statesmen. Their productions cover a field too vast to be more than merely

glanced at. The *Speeches of Daniel Webster* will always afford noble material for close study. The *Speeches* (or rather *Pleas*) of the great Irish advocates Curran, Grattan, and Emmet, abound in the florid fancy and fervid eloquence of the national mind. *Everett's Orations* have no superior, of their kind, always abounding in the finest feeling and the richest overflow of Cambridge culture. Chalmer's *Astronomical Discourses*, studied side by side with Professor Mitchell's *Planetary and Stellar Worlds*, treat of the sublimest themes with a spirit and power rarely equaled. *Melville's Sermons*, and the discourses of Dr. Channing, the former for their poetic elegance, and the latter for chaste beauty and force, are deserving of attention. But all this class are *legion*. Complete lists are impossible. Selections seem invidious.

6. *The Biographers.* Writers of biographies, lives, and memoirs, are numerous; but examples of what may be termed *high art* in this line of writing are rare. *Boswell's Johnson* has always been regarded as a marvel in source, and a masterpiece in execution. For most readers, a fitting companion to this may be found in the *Memoirs of George W. Ticknor*, of which it is difficult to speak in too high praise. Southey's *Life of Lord Nelson*, for a naval biography, and Hazlitt's *Life of Napoleon*, in the field of military history, are eminently noteworthy,—the former, as a specimen of biographical excellence; the latter, as presenting the most thoroughly clear and candid view of the character and career of Napoleon known. For the more brief biographical sketches, *Walton's Lives* (of Dr. Donne, Sir Henry Walton, Richard Hooker, George Herbert, and Bishop Sampson), on the more quiet side of life, are singularly "simple, touching, and expressive." On the more stirring and eventful side of affairs, a most interesting and instructive work is Forster's *Statesmen of the Commonwealth of England* (lives of Elliot, Pym, Strafford, Martin, Hampden, Vane, and Cromwell), all men of mark, and prime actors in the most remarkable period in English history.

7. *The Historians.* These may be said to cover the grandest

field in English literature. Our chief difficulty here is, that the master-pieces of English history are so numerous, and often so extended, that to name them is to overwhelm the reader with the magnitude of his undertaking. Morrison's translation of Schiller's *Thirty Years' War* is an exquisite monography in both historic art and style. Guizot's *English Revolution* is clear, graphic, and compact. Robertson's *Charles V* is one of the earliest and best specimens of the noble style of historic writing, covering a most eventful period. Gibbon's *Decline and Fall of the Roman Empire* will, doubtless, remain through all time the most complete, thorough, and magnificent production of its kind. Lingard's *History of England*, in all the sounder qualities of historic writing, is the best in its field. *Macaulay's History* is surpassingly brilliant, though unreliable. Froude is nobler, and more trustworthy. Prescott, Motley, and Bancroft, among American writers, will never fail to have enthusiastic admirers. They are worthy of a place by the side of their great English compeers.

8. *The Travelers.* The same difficulty attends an attempt at selection here which marks the choice of historians. Mungo Parks' *Travels in Africa;* Beekford's *Sketches of Italy, Spain and Portugal;* Barrow's *Zincali;* Sir Francis Read's *Journeys across the Pampas;* Squier's *Nicaragua;* Dr. Kane's *Narrative;* Atkinson's *Siberia;* and Schuyler's *Turkestan* are all admirable in their way. As a series, Steven's Travels are lively and gossiping. But the prince of travelers is, without doubt, Bayard Taylor, whose works are, in themselves a cyclopædia of travel, of which the gem is his *Views Afloat.* To do strict justice to this department of our literature, is simply impossible.—*N. E. Journal of Education.*

ETERNITY is a day without yesterday or to-morrow—a line that has no end.

TIME is a line that has two ends—a path which begins in the cradle and ends in the tomb.

SCHOOL-LIFE AND ITS INFLUENCE ON SIGHT.

BY GEORGE REULING, M. D.

Read before the Teachers' Association of Baltimore, December 2d.

The subject concerning which I have been requested to make a few remarks, ladies and gentlemen, is one which is of very great importance, as it treats of the influence school-life exerts upon the sight of children.

If we could be taken back to the walks of the Academy, to the age of Socrates and Plato, when instruction was restricted to oral communication, we would find almost all learners to have clear vision. The same immunity from painful and weak sight is discoverable in our days among all people who do not use their eyes to any extent for near work, as among the aborigines of this country, the Indians.

Modern usage, however, has changed all this. The vast amount of learning which the progress of industry has called forth, the many fields of science which it has unclosed and rendered fruitful, are too numerous to impress themselves on the mind simply through the channel of verbal instruction. Close application is absolutely necessary now-a-days in order to keep pace with the requirements of our civilization. This being the case, it is of the first importance to make this necessity as little baneful in its effects as possible.

The human eye is very delicate in its construction, and a continuous strain upon its muscular apparatus is painful, the more so if light is not adequately and well provided, and if the position occupied while studying is improper. But these conditions give rise not only to painful vision, but to permanent injury as well.

It is not my intention to enter into a scientific exposition of the eye and its structure, in order to understand how vision may become impaired by improper surroundings; it is necessary, however, to give you a general idea of the three most fre-

quent formations of the human eye ;—the normal or emmetropic eye, in which the image is focussed upon the retina ; the myopic or short-sighted eye, in which it is focussed in front of it ; and the hypermetropic or over-sighted eye, in which it is focussed behind it.

The normal eye is spheroidal in shape, and is so constructed that rays of light coming from a distance, that is, parallel rays of light, come to a focus upon the retina, which is the nervous internal lining membrane of our eyes. This takes place without effort or fatigue. When, however, the shape of the eye is not that of a sphere, but when it is too flat in the direction from before backwards, then rays of light cannot be brought to a focus *upon* the retina ; on account of the shortening of the axis of the eye, this takes place *behind* it. Convex glasses increase the convergence of the rays of light, and should, therefore, be worn, in order to unite them upon the retina. Such an eye is not normal, but hypermetropic or *over-sighted.*

Again, if instead of being spheroidal, the eyeball is too long, or egg-shaped, then the axis is lengthened and rays of light which are parallel, that is, come from a distance, are brought to a focus in front of the retina. Such an eye is *myopic* or short-sighted. In neither case, however, can a correct image be formed upon the retina ; neither when the eyeball is too flat nor when it is egg-shaped, and difficulty in seeing, accompanied by pain, is the result in each condition.

I have said that improper illumination and an incorrect posture are productive of bad results ; the worst of these is the state of the eye of which I have just spoken ; I refer to short sight. It is a fact that this affection is first noticed when children go to school, and people often wonder that this should be so ; it can, however, be readily explained. You all know, at least all of you who have good eyes, that a piece of written or printed matter which you can discern with ease at the distance of three feet can be distinguished by you, although you approach it very close to your eyes. At three inches, however, you will find great difficulty in making it out, and at the dis-

tance of two inches this will scarcely be possible. How is this to be accounted for?

When we look at near objects a change takes place in the interior of the eye, which change is associated with a certain exertion. The eye being an optical instrument is supplied with a lens, which grows more convex in order to produce images of very close objects upon the retina. This increased curvature is brought about in the following manner. The anterior surface of the lens gets to be more convex and moves forwards, whilst the posterior surface, although it also becomes more convex, does not change its position. The ciliary muscle produces this change in the curvature of the lens; according to late experiments the rationale of this action is to be explained in the following way: The ciliary muscle, or the muscle of the accommodation, contracts and pulls the second lining membrane of the internal eye, the choroid, forwards, the anterior and internal margin of the ciliary body inwards, and lengthens the fibres of the ligament which subtends the lens; by this means the space around the iris is widened and the interval between the anterior surface of the lens and the corner is narrowed in consequence, because of the pressure exerted upon the capsule or surrounding envelop of the lens, whereby its curvature is increased as above explained.

When we look in the distance the ciliary muscle is inactive, since, in the observation of far objects, the lens requires only its ordinary curvature; to look in the distance, therefore, is not painful under normal circumstances. Whenever we observe close objects, *i. e.*, whenever the ciliary muscle is called into action, the fluid within the back part of the eye is under a higher pressure, owing to the increased muscular action.

But the membranes of the eye—of which there are three—are very fragile and easily impressible; on dissection the two inner ones are found to be extremely thin. This is even more so in the case of children. When the child goes to school and first makes use of its eyes for near work, therefore, the following is found to result: The muscle of the accommodation is

frequently employed, the hydrostatic pressure within the eye is increased, and consequently the most yielding portions of the impressible membranes of the back part of the eye are expanded or bulged out, and the axis of the eye is lengthened. The *axis of the eye* is a name given to an imaginary straight line drawn from the centre of the cornea, which is the glistening portion covering what is popularly called the "sight" of the eye, to the centre of the retina, the internal lining membrane of the eyeball. When this is too long, rays of light which come from a distance, and therefore are parallel, cannot be united upon the retina as they ought to be, but come together *in front* of it, and the eye becomes near-sighted.

But not only when the accommodation of the eye—this means that the eye after looking in the distance and being in a state of rest *accommodates* itself for near objects—is employed for too long a time or under unfavorable circumstances is the pressure increased; when the eyeball is overfilled with blood the same effect is produced. This surcharge of blood always ensues when the head is bent forwards for any length of time; this position therefore is also able to produce short sight.

When, however, the eye expands in this manner from before backward—the case, as I have said, with every shortsighted eye—the yielding posterior portions may be further pressed upon and a creeping inflammation of the second lining membrane of the internal eye near where the optic nerve enters may be produced, which causes the gradual disappearance of this membrane, the choroid, at this place. This disappearance of the choroid is called *posterior staphyloma*, and takes place in about 31 per cent. of all short-sighted cases.

Since it is an established fact that continued observation of near objects and a position which causes the body to lean forward are able to render a healthy eye near-sighted and a naturally near-sighted one yet more so, it is very important to pay attention to the school accommodations of children, more especially to the structure of the desks and seats which they are obliged to occupy.

But it is not alone the desks and the seats which are of importance to us ; the means and manner of lighting the apartment in which the children are congregated ought to be considered as well. We all know that we are obliged to approach our eyes so much more closely to an object as the light in the room loses in intensity. If, as is frequently the case, the manner of lighting the school room is not proper, the eyes of the children must be brought very near to the reading or writing matter, that is, the head must be inclined forwards while reading or writing. But this position increases the supply of blood within the eye and thus materially adds to already existing short sight and not unfrequently calls it forth.

It may be said in this place that highly short-sighted parents *may* have perfectly normal sighted children ; in the great majority of cases, however, these are born with oblong eyes, that is, with eyes having too long an axis.

The predisposition to short sight is present in such children, and is developed during school life in proportion to the adversity of the external conditions already mentioned, and they will of course be more easily impressed than others in whom no hereditary predisposition is present.

But it may be asked is short sight a disease? Are its effects so pernicious as to necessitate prevention by the employment of all possible means at our command?

The answer to this is decidedly in the affirmative. The tendency of short sight, if not arrested in its progress, is to destroy the eye. But you may say it is generally supposed that near-sighted eyes are the most durable? This is one of those popular fallacies which are so hurtful in their effects upon the community. The reason why this belief prevails is because short-sighted eyes can see near objects at a time of life when normally constructed eyes must use convex glasses. This necessity, however, is the result simply of natural changes in the ciliary muscle as well as in the firmness of the lens, which is situated within the eye. I have said that when we look at near objects, the muscle of the accommodation presses upon

the lens and increases its curvature; as age advances, from the forty-fifth year upwards, the lens gets harder, and consequently it will not quickly respond to the pressure exerted upon it by the little muscle, but since in order to see near objects distinctly a greater convexity is required, and as the lens will no longer respond without effort to the action of the accommodative muscle, artificial means are called for to remedy this condition; in other words, we add to the convexity of the lens, which can no longer be brought about by the pressure of the muscle within the eye, by placing a proper convex glass in front of the eye, which answers a similar purpose. It will be seen that this is but the result of advancing years, merely a physiological condition.

Short sight on the other hand is virtually a disease. I have explained how pressure exerted upon the soft, yielding membranes may produce this condition, and also eventually call forth an atrophy, a degeneration, a thinning and gradual disappearance of a portion of the choroid membrane situated in the vicinity of where the nerve of sight enters the eye. But not only may this result. After the eyeball has expanded to a certain extent the membranes become so thinned, and their power of resistance is so much lessened, that the greatest dangers are to be apprehended. For if the short sight goes on increasing in intensity, sight may be completely lost, usually about the fiftieth or sixtieth year, and sometimes at an earlier age, in as much as a fluid may collect between the retina and the choroid, the two internal lining membranes, and consequently detach them the one from the other; the result is incurable blindness.

On account of these considerations it is necessary carefully to watch each case, and to pay stringent attention to all those surroundings which are calculated to produce or to develop this disease.

My friend, Dr. Cohn, a physician in Breslau, the chief city in Silesia, having 33 schools, in which, on an average, 10,060 children are instructed, found upon careful examination of *all*

the pupils, that of this number one thousand and four, or *ten per cent. of all the children,* were near-sighted; a fearfully large percentage.

He further found that *no school* was free of short-sighted pupils, and that the number increased, and the degree of the disease grew more intense from the lowest to the highest class in each school.

Dr. Cohn showed moreover that out of the entire number only 28 had inherited their short sight, that is, the father or the mother of only 28 out of 1,004 children were near-sighted. This small number proves that hereditary causes must be left out of all consideration, and that the increase of short sight, and in the great majority of cases its origin, are entirely due to the influence of school-life.

How, therefore, ought the seats and the desks to be constructed, and in what manner should the school-room be lighted in order to prevent the spread of this evil?

I have not as yet been able to make personal examination of the arrangements in the various schools in this city; although it is my intention to ask your permission to do so as soon as my time will permit.

I can therefore not speak from my own observation of the appliances and the external conditions which obtain in the public schools of Baltimore; I shall nevertheless give you an idea how the light and in what manner the desks and seats should be arranged in, for instance, a model school.

In the first place, then, the size of the pupils must be taken into consideration, and, as a general rule, the seat should never be higher than the length of the child's leg, from the knee downward. According to measurement this is two-sevenths of the height of the entire body.

In the second place, the difference in height between the desk and the seat must always be equal to the distance of the elbow from the latter, the arm hanging loosely down. This distance amounts to one-eighth of their size in the case of boys plus one inch; it amounts to one-seventh of their size in girls.

In the third place, the *horizontal* distance between seat and deskboard ought either to be equal to zero, or, which is preferable, the inner margin of the desk ought to extend about one inch beyond the external margin of the seat. By this means the pupil is enabled to take hold of the book without bending his body forwards and approaching his eyes too closely to the letters.

The deskboard should have a breadth of 18 to 19 inches, three of which occupy a horizontal, and 15 to 16 an inclined position; the inclination should be equal to about 2 inches.

The proper distance at which the writing or reading matter is to be from the eyes of children is from one and one quarter to one and one-half feet.

The seat ought to have a width of ten inches at least, and should be supplied with a back, high enough to act as a support to the lumbar vertebræ, that is to say, to the loins, but not higher.

How important it is that this back be employed, and no other, can be best discovered by the following which is extracted from a lecture delivered by Prof. Liebreich, of London, on school-hygiene.

He says: "If the back is wanting or unsuitable, the strength of the muscles which keep the spine straight is not sufficient to maintain it long in an upright position; the body stoops and the lower part of the spine becomes bent forwards, presses on the viscera and lungs and prevents the free action of these organs. If the child has to read a book placed on a table at too great a distance, it sits on the edge of the seat, a very unhealthy and fatiguing position. It rests the body on its arms, and, if the difference between the desk and seat is too great, the chest is supported by the projecting shoulders, instead of the shoulders resting on the chest. Soon this position becomes too fatiguing; the head bent forward becomes too heavy, and must be supported by one or both hands at the temples, or by the chin resting on both arms. Thus every possible modification of the two positions immortalized by

Raphael in the two angels at the feet of the Sixtine Madonna is adopted by the children; but while the angels look into the far ether, our children stare into a book, which, in one of these positions is only two or three inches from the eye, and in the other sideways from the head, and therefore at an unequal distance from the two eyes.

It is still worse when writing. With desks and seats of the ordinary form, only one arm rests on the table—this is generally the right, while the left hangs so that the elbow approaches the left knee, and only the tips of the fingers hold the book on the table. The edge of the book is no longer parallel with the rim of the table, but slanting or even perpendicular to it. * * * The consequence is, that 20 per cent. of all schoolboys, and 40 per cent. of girls have one shoulder higher than the other. The well-known orthopaedic surgeon, Eulenburg, states, moreover, that 90 per cent. of curvatures of the spine, which do not arise from a special disease, are developed during school life. These statements have particularly struck me as coinciding exactly with the period of the development of short sight, and I have paid the more attention to this relation between spinal curvature and short-sightedness, as they seem to form a *circulus vitiosus*, in so far as short-sightedness produces curvature and curvature favors short-sightedness, whilst evidently the same bad arrangements are at the foundation of both these anomalies."

These remarks will show how necessary it is to attend to the correct and scientific construction of both desk and seat.

It is important that the feet of the children touch the floor; for no child, especially when writing, can let its legs dangle in the air for an hour or more. In order to secure a firm foothold it will instinctively bend its legs backward, and will, consequently, bring its body just as far forwards as it endeavors to place its feet backwards in order to reach the floor with its toes; consequently, a position is assumed which, as I have before told you, is productive of short sight.

All seats which are too high should, therefore, be supplied

with foot-boards, the width of which need not be above 6, although 9 inches are preferable, and should be placed below the front rim of the seat in such a manner that even children of the lowest classes can conveniently place their entire feet upon them. The back margin of the foot-board must be placed so as to be below, and one inch behind, the front margin of the seat; by this arrangement the children can more easily get to their seats or leave them whenever called upon to do so.

In order that children can stand up while reciting and so forth, a contrivance ought to be made by which the deskboard can either be pushed back or turned over.

In concluding the consideration of the desk, I will draw your attention to the fact that it must be so arranged that it is just so high as to let the elbow rest upon it without displacing the shoulder.

Having treated of the desk and the seat, I will now turn my attention to the manner in which the school room ought to be lighted.

I have said that insufficient or bad illumination is in itself the not uncommon cause of short sight.

The windows should always be arranged in such a manner that sunlight enters from that side which is not hurtful to the eyes of pupils, while at the same time it illuminates their work sufficiently. Skylights are admirable in this respect, and, in addition, windows situated to the left of the pupils are advisable. The worst arrangement is that where the light enters from the right side; in that case the hand casts a shadow on the portion of paper which is to be written upon, and consequently necessitates a too close approach of the eye, which position of the head, as you know, is favorable to the production of short sight. The amount of sunlight which is able to enter the school room will, of course, be regulated by the height and breadth of the windows. A room in which 60 to 80 children are to be placed must be, *at the least*, 14 to 15 feet high; it is no misfortune if it is higher. The windows

of such a room should have a height of 9 feet, and a width of 6 or 7 feet. Windows constructed in this manner will give each pupil his percentage of light.

It is, moreover, a matter of great importance to take into consideration the width of the street in which a school house is to be erected, and the altitude of the buildings opposite to it; for the narrower the street in which it is built, and the higher the opposite houses, and the lower the story in which the class is situated, the greater the percentage, the larger the number of short-sighted children.

But it is not alone the windows and the side from which the light must come which must be considered, the color of the walls or wall-papers must be looked to as well. Neither white, nor blue, nor green, nor dark grey is to be selected. The best color is *light grey*, and the walls should thus be coated afresh as soon as they become dirty.

Respecting artificial illumination, some little may be said.

It is necessary that all gas jets be supplied with a cylinder or chimney, in order to keep the flame from flickering, which alternate changes between light and dark may be a not unimportant factor in the production of short sight. Besides chimneys, lamp-shades are required in order to diffuse the light equally, and to produce a proper illumination.

Having now spoken in brief of the manner in which a school ought to be constructed in order to prevent the rise and spread of short sight, I will conclude my remarks by saying a few words concerning the kind of glasses which should be worn by short-sighted children, and the dangers arising from a careless selection.

Suppose a person has a degree of short sight amounting to 30—that is, suppose he can see objects well at the distance of 30 inches, but no further, then a glass which neutralizes his short sight, or a concave glass No. 30, will enable him to discern objects situated farther off than thirty inches, objects, in fact, as far off as a normal eye can see them. How is this to be explained? In this manner: The far point of clear vision

depends upon the length of the axis of the eye, and no amount of force, effort or exertion can make it lie further off. If now the axis of a shortsighted eye is only so long that rays of light coming from a distance of 30 inches can be united upon the retina, it follows, if a glass concave 30 is placed in front of the eye, that objects which lie at a greater distance than thirty inches will also be portrayed correctly upon the retina; hence, if glasses are only used for distances situated at a further point than the far point of the short-sighted eye, their use is not only not dangerous, but highly beneficial, as they make surrounding objects perfectly distinct.

In our case, however, their use in the observation of objects situated more closely to the eye than thirty inches is extremely dangerous. I have said that we can distinguish printed or written matter up to three inches from our eyes. An otherwise healthy eye, which can see objects perfectly well up to 30 inches, has a range of clear vision, without the aid of glasses, of from 3 to 30 inches; if glasses are used for matter which can be seen with the naked eye within this range, then the eye must overcome the glasses by exerting an undue force, or by accommodating. But by this means pressure within the eye is increased and the short sight increases in degree with every coming year.

It follows from the above that the selection of the proper glasses should be restricted to competent persons.

However, it occasionally is necessary for children to wear glasses for near work also. In such a case a *correcting* and not a *neutralizing* glass should be worn. But the further discussion of this subject would lead me too far, and would consume too much of your time; suffice it to say that teachers as well as parents are under great responsibility in this particular, and should not allow children to choose their own glasses, as by an improper choice irremediable harm is frequently done.

That badly printed books or such as are set in too small type are able to produce near-sight, I need scarcely tell you; it were, in fact, an excellent and much to be desired innova-

tion in the system of teaching if instruction were more especially oral in those years of school life in which short sight, on account of the extreme impressibility of the lining membranes of the eye, is most apt to be produced.

Such children should more particularly be relieved of all superfluous writing, as it is especially while thus employed that short sight is developed.

Besides short sight, there is another condition which merits attention in the discussion of the effect school life exerts upon children, although it is subordinate in its results to the extremely evil consequences which the state of the eye but now considered is so apt to call forth. I refer to *oversight* or or hypermetropia. You can best understand this condition by the following remarks, which are extracted from a lecture delivered by me upon a previous occasion:

"Sometimes the eyeball is too flat; and hence, rays of light which enter through the pupil are not brought to a focus as they ought to be—*upon* the retina, but *behind* it. This condition is known as Oversight, or *Hypermetropia* When it is present, great pain is often caused the eyes, if no correcting glasses are worn; even children, six or seven years old, sometimes require them in order to do away with a great annoyance. The want of care on the part of parents and teachers in not attending in this particular to the eyes of those under their charge, in not immediately consulting an oculist, often produces unfortunate results, inasmuch as the majority of "cross-eyes" is produced by this condition. There are six muscles attached to the eyeball, governing its various motions. Now, the muscles which turn the eyes inward—the so-called internal recti muscles—in the attempt to increase the visual power of the eyes turn them towards the nose; this is done, so that rays of light which diverge, that is, such as come from a near point, may enter the eye, not obliquely, but in the direction of its axis. When we look at distant objects, the rays of light are parallel, and we do not employ this action, provided the eye is normally constructed. If, however, it is too flat, that is, if it

is oversighted, then we bring these muscles almost constantly into play—not only for near objects, but also for the observation of those at a distance,—and the eyes are gradually brought into that permanent position, and an internal or convergent squint, or what is known as 'cross-eye,' is produced."

In consequence of the excessive employment of these muscles, moreover, it is necessary that the eye be approached very closely to the book or the writing matter, and thus a condition which is the direct reverse of short sight is confounded therewith, and very disastrous results are induced. Such eyes require a convex glass, which by increasing the convergence of the rays of light brings forward the image which, on account of the shortened axis, is portrayed behind the retina, and is consequently blurred, and causes it to be distinctly pictured on the nervous lining membrane of our eyes.

Children affected with this condition will, by instinct or in sport, put on their grandmother's or grandfather's spectacles, and will immediately find that they can see as they have never been able to do before. Objects will appear distinct to them, and they will beg to be permitted to wear the glasses. The dread of parents that the eyes of their children will be ruined thereby prevents the granting of this request, and an internal squint is produced after a longer or shorter time.

But this is not all. An hypermetropic eye, on account of its construction, is able to see clearly neither in the distance nor near by; in the effort to see without glasses, therefore, its muscular apparatus is strained during the process of the accommodation. But an oversighted eye, as I have told you, accommodates all the time, both when looking at near and distant objects.

If you employ your arm for any length of time it will tire, and persistent use of it will cause pain; for the same reason the ciliary muscle as well as the internal recti being continuously and unduly active, the eye will be under a fatiguing strain, and painful vision, or what is known as *asthenopia*, will result.

You can scarcely form an idea to what inconvenience the child is put in consequence, and this consideration should make you very careful to have its eyes examined and supplied with what will not infrequently give it instant relief, that is, the proper convex glasses.

In contradistinction to near-sightedness, which we found to have been hereditary in only an exceedingly small number of cases, *oversight* is always and under all circumstances congenital. No amount of exertion or activity can change a healthy to an oversighted eye.

My friend and colleague, Dr. Cohn, whose figures concerning short sight I have informed you of, found that the proportion of over-sighted to short-sighted school children was as one to five, that is, he found that there were five times as many short-sighted as over-sighted children. This shows that near-sightedness is a much more frequent affection, and that against it more especially ought the attention of intelligent instructors to be directed. But the dangers resulting from neglect of the condition of oversight dare not be overlooked either; and I hope that what I have said regarding its results will incite you to examine closely into the optical conditions of those entrusted to your care.

Ladies and gentlemen, if I have succeeded in making clear my views concerning some of the evils consequent upon incorrect school arrangements and how to prevent them, I shall consider the time I have consumed to have been well spent. It is surely a matter of great importance to educate our children in such a manner that the noblest gift they are possessed of, that of vision, is not made to suffer. It were difficult to enumerate how many fine intellects have been nipped in the bud, how many brilliant careers have been blighted by the evils consequent upon a defective school-hygiene.

DESIRE is a tree in leaf, hope is a tree in flower, and enjoyment is a tree in fruit.

NAMES GEOGRAPHICAL AND HISTORICAL.

The State of FLORIDA, as the name imports, was originally a Spanish colony. LOUISIANA, NEW ORLEANS, MOBILE, and many other names, remind us that in the reign of Louis XIV France held firm possession of the Valley of the Mississippi, and the State of Illinois, to FOND DU LAC and LAC SUPERIEUR, the "Upper Lake" of the great chain of lakes as far as Detroit, the "narrow passage" between the LAC ST. CLAIR and Lake Erie. In Canada the Habitans, as the French Canadians of the Lower Province are called, still retain the characteristics of the Normand Peasantry of the time of Louis XIV, and French is still the vernacular over large districts. Here we are of course surrounded by French names. QUEBEC is a name transferred from Brittany, and MONTREAL is the "Royal Mount," so named by the Frenchman Cartier in 1535. Lake CHAMPLAIN takes its name from Champlain, a bold Normand adventurer, "delighting marvellously in these enterprises," who joined an Indian war-party, and was first to explore the Upper Mississippi and the St. Lawrence. Cape BRETON was discovered by mariners from Brittany as early as the lifetime of Columbus. The name of LABRATOR was bestowed by the Portuguese slave merchants, on account of the strength and endurance of the hardy "labourers" whom they kidnapped on its coasts. The name of the State of VERMONT shows that it came within the great French dominion, and the State of MAINE repeats in the New World the name of one of the maritime provinces of France. But the genius of Lord Chatham wrested the empire of the New World from France; and Fort Du Quesne, the key of the French position in the Valley of the Ohio, under its new name of Pittsburgh, commemorates the triumphs of the great War Minister, and is now one of the largest cities in the United States.

The State of DELAWARE was "planted" in 1610 by Lord De la Warr, under a patent granted by James I. The further progress of colonization in this region is commemorated by

the Roman Catholic colony of MARYLAND, named after Henrietta Maria, Queen of Charles I, and BALTIMORE, the chief city of the State, takes its name from Lord Baltimore, the patentee of the new colony, who thus transferred to the New World the Celtic name of the little Irish village from which he derived his title.

NEW JERSEY, in like manner, was founded under a patent granted in the reign of Charles II to George Carteret, Lord Jersey; while NOVA SCOTIA was a concession to Sir William Alexander, a Scotchman who, with a band of his compatriots, settled there in the time of James II. Its recolonization in the reign of George II is marked by the name of Halifax, given in honour of Lord Halifax, President of the Board of Trade.

The city of CHARLETON, ALBEMARLE Sound, the rivers ASHLEY and COOPER, and the States of North and South CAROLINA, date from the time of the Restoration; and the people are justly proud of the historical associations which attach to many of the local names. ANNAPOLIS, the capital of Maryland, as well as the RAPIDAN and NORTH ANNA Rivers, bring us to the reign of Queen Anne; and GEORGIA, the last of the thirteen colonies, dates from the reign of George II. NEW INVERNESS, in Georgia, was settled by Highlanders implicated in the rebellion of 1745.

FREDERICKSBURG, the scene of a bloody battle in the civil war, and FREDERICK CITY, in Maryland, bear the name of the weak and worthless son of George II.

The map of the State of NEW YORK takes us back to the reign of Charles II. The King's brother, James, Duke of York and Albany, had a grant made to him of the as yet unconquered Dutch colony of the NEW NETHERLANDS, the two chief cities of which, NEW AMSTERDAM and FORT ORANGE, were rechristened, after the Dutch had been dispossessed, by the names of NEW YORK and ALBANY, from the titles of the royal patentee. The names of the KATSKILL Mountains, STATEN Island, BROOKLYN (Breukelen), WALLABOUT BAY, YONKER'S Island, the HARLEM River, and the villages of

FLUSHING, STUYVESANT, and BLAUVELT, are among the local memorials which still remind us of the Dutch dominion in North America.

CAPE HORN, or rather CAPE HOORN, as it should properly be written, is also a vestige of the early enterprise of Holland. The name is derived from Hoorn, a village on the Zuyder Zee, which was the birthplace of Schouten, the first seaman who succeeded in doubling the Cape. Before the time of Schouten's voyage, the Pacific had been entered by the STRAITS OF MAGALHAENS, a passage between Tierra del Fuego and the mainland, which had been discovered by a man who, for genius, fertility of resource, and undaunted courage, deserves a place on the roll of fame beside Columbus, Cortes, Smith, and Hudson.

Fernando Magalhaens was a Portuguese, engaged in the Spanish service, and was sent out to wrest from his fellow-countrymen the possession of the Moluccas, which, under the terms of the famous Papal Bull, were conceived to be included in the Spanish moiety of the world. Threading his way through the straits which bear his name, Magalhaens held on his way, in spite of the mutiny of his crews, the loss of one ship, and the desertion of another, and at last reached the Philippine Islands, where, during an attack by the natives, he fell beneath a shower of spears. TORRES' STRAITS bear the name of one of Magalhaens' lieutenants.

The PHILIPPINES and the Carolines bear the names of two Spanish monarchs, Philip II and Charles II, under whose respective auspices the first were colonized and the second discovered.

The MARQUESAS received their name in honor of the Marquis Mendoza de Cañete, who, from his Viceroyalty of Peru, equipped the expedition which led to the discovery. The island called FERNANDO PO was discovered by Fernao de Poo, a Portuguese noble. JUAN FERNANDEZ, a bold Spanish sailor, chanced upon the solitary isle which bears his name—an island which is chiefly memorable to Englishmen from

having been, for four years, the abode of one of Dampier's comrades—Alexander Selkirk, whose adventures suggested to De Foe the inimitable fiction of Robinson Crusoe. The BERMUDAS, "the still vexed Bermoothes," alluded to in Shakespeare's Tempest, were discovered, at an earlier period, by another Spaniard, Juan Bermudez: they took the name of the SOMERS ISLANDS, by which they were long known, from the shipwreck of Sir George Somers, one of the Deputy-Governors of Virginia.

We cannot complete the list of Spanish explorers without a mention of the name of ORELLANA, which, according to some maps, is borne by the largest river of the world. There are few more romantic narratives of adventure than the history of Orellana's voyage down the Amazons. In the company of Gonzales Pizano he left Peru, and, having penetrated through the trackless Andes, he came upon the head-waters of a great river. The provisions brought by the explorers having at length become exhausted, their shoes and their saddles were boiled and eaten, to serve as a condiment to such roots as could be procured by digging. Meanwhile the energies of the whole party were engaged in the constructions of a small bark, in which Orellana and fifty men committed themselves to the mighty stream, which, in seven long months, floated them down to the Atlantic, through the midst of lands utterly unknown, clad to the water's edge with gigantic forest trees, and peopled by savage and hostile tribes. Not content, however, with describing the real perils of the voyage, or, perhaps, half-crazed by the hardships which he had undergone, Orellana, on his return to Spain, gave the reins to his imagination, and related wild traveler's tales concerning a nation of female warriors who had opposed his passage; and posterity has punished his untruthfulness by enshrining, in a memorial name, the story of the fabled AMAZONS, and letting the remembrance of the daring explorer fade away.

HOPE is the blossom of happiness.

THE SCHOOL ROOM.

One cold Monday, on my way to school, I was met by a deputation of boys, who informed me the stove-pipe was down. How it happened no one knew. No one ever knows how stove-pipes come down. I entered the house to find it full of blue-nosed boys and girls, gazing upward. The pipe, which is in fifteen pieces, hung gracefully from its wire moorings, while two pieces lay upon the floor, and soot was sifted over everything.

What should I do? I looked up in dismay. It was about twelve feet from the floor. I looked at my immaculate cuffs and Monday morning apron. No time was to be wasted. It was nearly nine o'clock and no fire. I couldn't send for my director, for he was three miles away. There were no other men nearer than a quarter of a mile. I sighed a sigh, and took off my hat and shawl. The boys brought in "the steps," and I ascended. They are rickety old things, and I expected to topple over at every step upwards. Reaching the pipe and commencing operations, I had to work with my head back on my spine, and my arms stretched to the fullest extent, and was in imminent danger of breaking every hook and eye, to say nothing of whale and other bones.

I fitted the left piece with only one gasp and sneeze, and was congratulating myself, when the longest part pulled out of the chimney. At this, I drew a long breath, and with soot and tears commingled, commenced on a new base. The steps had to be moved, and after getting the piece in the chimney, some of the middle pieces were on the floor again. The children were in a cloud of soot, coughing, sneezing and freezing. They offered help, and gave me their sympathy—in tears. No game, no play that was ever invented, would have been interesting enough to take them from the room.

I came down from my perch once more, and again moving the steps, made the grim resolve to fight it out with that pipe,

and on those steps, if it took all winter. Turning the pieces, I hammered in one end and found the other too small; then hammered in the other end and they wouldn't fit at all.

My pretty ruffled apron was streaked, my cuffs were spotted, and hands grimed like a coal-heaver's, and cold as a frog. Time passed, and those blue, grey, and black eyes still watched, with breathless eagerness, to see if I could truly and really fix a stove-pipe. I didn't say much, I fancy they thought I was uncommonly quiet, but volcanoes sometimes slumber!

Wrapped in a newspaper, in a closet, was a piece of new pipe, saved for an emergency. I sent for it. With some pounding and a great deal of coaxing, I managed to fit it in. Then Joe Jones got on a chair and banged the elbow with a broom, and after a general shaking of elbows all around, I came down winking, blinking and black, but victorious. Then the fire was quickly kindled, the floor swept, clothes brushed, soap and water used freely, the school bell rung, and all went "merry as a marriage bell."

The next morning my arms ached as if I had been white-washing ceilings for a day, and I belonged to the stiff-necked generation. On arriving at the door, I found another divorce case, and went through the previous performance aided by a little righteous indignation. If it hadn't been for my solemn vow, I would have sent the children home, hoisted the back window and thrown every one of the fifteen pieces out of it. As it was, I hunted up more wire and nails, and hung the old thing somehow, and where it remained crooked and ugly till vacation.—*Annabel Lee, in Pennsylvania School Journal.*

Choose such pleasures as recreate much and cost little.

The intellect of the wise is like glass: it admits the light of Heaven and reflects it.

Cheerful looks make every dish a feast, and 'tis this that crowns a welcome.

DRAWING—OPINIONS OF EXPERTS.

JOHN D. PHILBRICK, LL. D., Superintendent of Schools, Boston, says:

"1st. Drawing, if properly taught, is extremely useful as an aid in other studies; and indeed, in my judgment, it quite compensates for the time it takes, by facilitating instruction in other branches. This study was made so prominent at the outset in the Boston Schools, and so much was attempted at its introduction, as to excite apprehension, in some minds, lest it should rob other studies of the time and attention that belong to them. But such has not been the result. Drawing is now fairly worked into grade in all classes, from the lowest primary to the highest in the high schools,—being taught altogether in the primary and grammar grades by the regular teachers; and I have never yet seen any evidence whatever that this instruction in drawing has produced unfavorable results in the other branches; while on the other hand, it has been, without doubt, of advantage to some of them.

"2d. If there has been opposition from teachers, there has been none to my knowledge worth mentioning against the features of instruction, although there was opposition to attempting too many of its features at the start, before the teachers were prepared to handle them. Experience has taught us that the introduction of a comprehensive and valuable system, properly graded, must be gradual; and it is my opinion that the present exceedingly gratifying results of our system would have been reached in the same time, and with less difficulty, had we made its introduction more gradual. This is the lesson of our experience.

"The introduction of Drawing into our schools I regard as one of the most important and practical educational steps ever undertaken in this city, and there is no part of my work as an educator which I look back upon with more satisfaction, than upon my efforts to secure efficient instruction in Drawing in the public schools of this city and State."

Wm. T. Harris, LL. D., Superintendent of Schools, St. Louis, Mo., says:

"We have had the Walter Smith System of Drawing in use in our public schools for two years, and during that time have made great progress in the art. I value the Smith System especially for its completeness of system and perfect gradation, embracing, as it does, courses in Free-hand, Geometric, Model and Object, Perspective and Mechanical Drawing, and unfolding an admirable method of developing and conventionalizing original ornamental designs, as well as presenting, in an intelligible form, the historic evolution of ancient ornament. While this system surpasses others in scope, it excels them also in perfection and consistency of details.

"I am of opinion that the State of Massachusetts, which has adopted this system so generally, and done so much for instruction in this important branch of education, will soon stand in the very first rank among industrial peoples, for the tasteful ornamentation of its manufactures. In this respect, St. Louis, which outranks other Western cities in the variety and aggregate value of her manufactures, aspires to emulate Massachusetts, and therefore regards all money expended in Industrial Drawing as an investment that will return a hundredfold to the wealth of the city through the increased value of her products."

Hon. Jas. MacAlister, Superintendent of Schools, Milwaukee, Wis., says:

"What the results of introducing the study of Drawing into our schools have been, it is hardly necessary for me to state in detail. It would be difficult, I think, to find any one who has paid much attention to education, who would deny the value of Drawing as an important element in the mental training of the young.

"Our experience goes to show that it calls into action powers which before lay dormant in the pupil's mind; that it cultivates habits of neatness and order in all their work, and that it creates an increased interest in school generally. And it is

rendered obvious to us in many ways, how really useful the study must prove to the pupils in after life.

"A very short trial of Drawing in the school room will be sufficient to dissipate the common opinion as to the limitations which are supposed to attend the effort to make Drawing a general study. The children of our schools have no more difficulty in taking hold of their work in Drawing than in any other study. Indeed, the progress of the great average of pupils is quite as rapid and general in Drawing as in the old established branches of school work. As a matter of course, there are all degrees of proficiency in Drawing, as there are in arithmetic, geography, or composition; but I am fully persuaded that an ordinary class will produce a larger number of copy drawings or original designs of fair character, than they will of prescribed tasks in any other portion of the course of instruction.

"Another experience, also, in connection with this matter is worth mentioning. In no way has Drawing been found to interfere with the progress of pupils in their other studies. The amount of work done is just as large, and its quality as good, as before Drawing was introduced. If I were to venture an opinion on this subject, I would say that the time devoted to Drawing, so far from being lost, results in strengthening the mind of the pupil in other directions, and increasing the number and variety of his mental resources."

THE Scientific Department of Yale College takes its name from its greatest benefactor, Joseph E. Sheffield, Esq., of New Haven. The school was commenced in 1847. In 1860, Mr. Sheffield provided a convenient building, and started it off with a considerable endowment, and he has since frequently and munificently increased his original gifts.

MEN'S evil manners live in brass; their virtues we write in water.

EDITORIAL DEPARTMENT.

Christmas, we are told, "comes but once a year, and when it comes it brings good cheer." The first part of the adage may be regarded as a universal truth; the second is contingent, it depends on circumstances. This year the circumstances were unfavorable, so far as the city teachers are concerned. Christmas, unfortunately, comes in the last week of the month. We say "unfortunately," for the last week of the month is the impecunious week; to be impecunious at any season is a misfortune; but to be impecunious at Christmas is a calamity of an aggravated type. At ordinary times one does not think of giving, and a purse may be empty for a week, and not cause any special anxiety, if one has good credit at one's boarding house. But at Christmas, when every heart is open, when the purse strings that have been closed tight for a twelvemonth relax under the genial influence of the kindly season, when everybody, from "Baby" in the cradle, to "Auntie" steaming over the kitchen range, expects to be remembered—at Christmas,—to explore the deepest recesses of one's purse, and find "darkness there and nothing more," is not at all likely to produce peace on earth and good will to men. On the contrary, it is more likely to stir up strife and ill will, of which we have enough at all times, and more than enough at present. When a man is searching his purse in vain for a quarter to buy a baby's rattle, and can't find it, it does not add much to his comfort, nor contribute to put him in a Christmas frame, to know that the quarter ought to be there, that he has earned it, and it is lying in a strong box, tied with red tape, where it can do no good to anybody, waiting the good pleasure of the magician who can pronounce the cabalistic words, at the sound of which the red tape will be cut with official ceremony, and the useless quarters transferred to the purses where they can do most good.

It has been a good old custom of the School Commissioners of Baltimore to pay off the teachers just before Christmas. The teachers had no legal claim on their salary a week before the end of the month; and for that very reason the custom was a pleasant and gracious one. It transferred the dry, legal obligation into a kindly and seasonable courtesy. The money had been earned, it was lying in bank drawing no interest; and the Commissioners thought that it could be made to earn interest; could be made, in fact, a profitable investment, by using it to brighten seven hundred homes with happy, Christmas cheer. No objection, none at least worthy of notice, had ever been raised, till the present Comptroller of the City Treasury interposed his veto. New brooms, they say, sweep clean; and the Hon. Joshua Vansant, in his rôle of Comptroller is quite a new broom, and is evidently bent on sweeping clean—in spots. It is understood that the School Board were desirous of keeping up the

old custom, and that his Honor the Mayor approved of it; but the honorable Comptroller considered it "a custom more honored in the breach than in the observance," and so he broke it.

Why did he break it? "Because it would not be fair to pay teachers and not to pay the other employés of the city before Christmas." The alleged reason will not bear investigation. Impartiality does not consist in treating all alike; a school teacher would not be justified in giving medals to *all* the pupils of a class because *one* pupil had deserved a medal; impartiality consists in recognizing differences, and varying the treatment as the cases vary. Now, between teachers and "other employés of the city," there are differences so wide that none but a quack doctor would think of prescribing the same treatment for both.

1st. The teachers finished the work of the month on the 22d of December. They could not legally be required to do any work between that date and the second of January. Their work being finished, they could rightfully be paid for it, though there might be no legal claim till the end of the month. The "other employés" had not finished their month's work, and, therefore, could not rightfully be paid for it.

2d. Teachers are not the "employés of the city." They are employed by the Board of School Commissioners. The Mayor and City Council cannot appoint a single teacher. Nor can they increase or lessen the salary of a teacher. The School Board has "supervisory powers and control over the public schools of Baltimore city;" the Board has power to examine, appoint, and remove teachers, prescribe the qualifications, and fix the salaries. The item of salaries is subject to the approval of the Mayor and City Council. But this is the only point in which teachers are brought into contact directly with the city government, and it furnishes no reason whatever for classing them among the employés of the city. Some years ago the teachers were paid directly by the Treasurer of the School Board, without the intervention of the City Comptroller, and we believe that to be the proper method still.

3. The teacher's salaries are in theory, at least, not paid from the general treasury, but from a special fund provided for that purpose. This fund consists of three parts, the State school tax, the free school fund, and the city school tax. The first two items are not paid directly into the city treasury, but to the Board of School Commissioners; and the presumption is that the whole amount should be kept separate from the other money belonging to the city.

We argue then, that inasmuch as teachers had completed the work of the month of December on the 22d, inasmuch as they are employed, not by the Mayor and City Council but by the School Board, to whom alone they are responsible, and inasmuch as a separate and distinct fund existed from which payment could be made without any interference with the claims of other parties, there was no good reason why the Comptroller should break the good old custom.

We are very far from believing that teachers are entitled to any special favors or privileges; and yet we think that the community will make a mistake if it treats its teachers simply as men and women hired to do so much work for so much money. If our teachers are not something more and something better than hirelings, then our schools are but gigantic impostures. Even the law, which is no respecter of persons, recognizes the fact that a teacher is something quite different from a day-laborer, whom you can pay by the hour. The teacher stands, says the legal maxim, *in loco parentis;* and this can be said of no other employé of the city, except, perhaps, the City Fathers. But how can a person be expected to discharge, vicariously, the duties of a parent, to take a kindly interest in the welfare of children, to make their moral and intellectual development the sole aim of his life, if, after all, he is to be measured by the same standard as the street-sweeper and the garbage-man? It is possible by the application of unbending rules to make the teacher nothing but a cog in one of the great wheels of the municipal machinery, but everything that lessens the morale of the teachers diminishes in a still greater degree the efficiency of the schools. It will be a sad day for the city of Baltimore when the training of her young people is committed to a corps of men and women who have been educated into the belief that they are cut off from the kindly courtesies and generous sympathies of the people whom they serve, and are made to feel that when their stipulated wages are paid the account is closed. But we hope that such a day will never come.

Public School Teachers' Association of Baltimore.—A regular meeting of the Teachers' Association was held Saturday afternoon, December 9th, at the Baltimore City College. In the absence of Prof. Wright, Prof. Wm. Elliott presided, A. F. Wilkerson, Secretary. The Executive Committee, through its Chairman, reported in favor of a re-union of the teachers of the public schools; and, on motion of Mr. J. F. Arthur, the committee was empowered to make necessary arrangements. On the recommendation of the Executive Committee, it was ordered that the meetings of the association be open to all friends of education.

The following resolution was offered and adopted with great cordiality:

"*Resolved*, That the Public School Teachers' Association of Baltimore returns hearty thanks to the Board of Commissioners of Public Schools for the kind interest unanimously expressed at the meeting held Dec. 5th, 1876." The expression of interest referred to is as follows:

"*Resolved*, That the Board of Commissioners of Public Schools approves the object of the Public School Teachers' Association of this city, and earnestly recommends every teacher to attend the monthly meetings of the Association."

[Adopted unanimously, Dec. 5th, 1876.]

Dr. George Reuling delivered a very instructive lecture on "The Influence of School Life on Vision." Dr. Reuling was unanimously made an

honorary member of the Association, and requested to furnish a copy of his lecture for publication in the MARYLAND SCHOOL JOURNAL.

Mr. Richard Grady, Miss E. A. Baer and Miss Annie E. McBee were appointed a committee to request that the Public School Library be open every Saturday, from 10 A. M. to 5 P. M. Prof. J. H. Rosewald, Mr. Seldner and Misses Pomplitz, Nicolai and Schloss participated in the musical exercises. Miss Bessie Thomson read a selection. After the announcement of the programme for January, the Association adjourned.

IT is a satisfaction to have earnest efforts appreciated, and when the appreciation comes from so high an authority as the *Voice of Masonry* (Chicago and New York) it adds greatly to the pleasure. This excellent magazine says * * * "The MARYLAND SCHOOL JOURNAL merits, and should receive the patronage of all who are interested in the promotion of public instruction."

PROF. TYNDALL is an advocate of a less barbarous mode of inflicting capital punishment than by hanging. He says: "The Rhumkoff coil places artificial lightning in our hands. If society must kill its members, let this instantaneous doom be substituted for the slow torture and brute violence of the gallows."

IT is a common idea that the blonde is the prevalent type among the Germans. This the Germans themselves deny. That the question might be settled, an examination of the school children was made on a specified day, when it was found that of over four millions of children examined, 49.97 per cent. had blue, 24.31 per cent. brown eyes. With regard to the color of the hair, 72 per cent. had blonde, 26 per cent. brown, and 1.21 per cent. black hair. The report contains a number of curious observations; for instance, that nearly one-third of the Jewish school children are fair, which would certainly not be the impression left upon a casual spectator by the ordinary run of the Jewish population.

THE following table offers a striking commentary on the superior economy of the school management of the Canadians:

	Average Daily attendence.	*Total Expenditures.*	*Av. Expense per pupil.*
New York	531,835	$11,459,353.43	$21.55
Connecticut	68,593	1,292,858.11	23.22
Ohio	435,449	7,651,956.68	17.57
Quebec	229,506	1,320,133.56*	5.57

* Gold.

Maryland has 142,992 pupils, and spends $1,376,046.55 on her schools, an average of $9.63.

IT is reported that the remains of an ancient British village have been discovered at Oxford, England, on the site selected for the new university schools. Numerous rare antiquities are said to have been found.

Supt. Burt, of Minnesota, in his last report, approves of the present law apportioning the school fund among the schools in proportion to the number of pupils actually enrolled. He urges that the State tax should be apportioned throughout the State in the same way, instead of being returned to the districts where raised, thus carrying out the principle that the property of the State should educate the children of the State.

Among the defects of the system he names, "petty school districts," "small and weak schools," "too many trustees," the inability of county superintendents to "raise the standard of scholarship in teachers," and "local option in petty districts."

The permanent school fund of the State is at present about $3,390,000; and the income from this, $219,848. The income from the State tax, of one mill to the dollar, and from the special school tax is, $952,839.

It is urged that the County Superintendents "shall be paid at a rate that will not disgrace their office when compared with other county offices."

The report of the State university gives an attendance last year of 267, of whom 71 were ladies, five were graduated, and there are twelve in the present senior class.

The total enrollment in the normal department of the normal schools has been as follows: First Normal School, Winona, 302; Second Normal School, Mankato, 250; Third Normal School, St. Cloud, 213.

Prof. O. C. John, of Manhato Normal School, suggests that "the State not only make tuition free but pay a portion of the expenses of promising young teachers while pursuing their studies in the normal schools;" that the faculty be empowered to reject unpromising applicants, and that "there be a committee from each County, with County Superintendent as chairman, whose duty it shall be to examine and recommend pupils to the Normal School."

There are at present 8,106 schools and 360,000 pupils in the Mexican States. The course of instruction embraces reading, writing, grammar, arithmetic (including the system of weights and measures), and "morality and politeness."

The Alert and Discovery, of the British exploring expedition, after an absence of about fifteen months, have returned with the report that it was found impossible to penetrate the arctic regions beyond latitude 88° 20′—about 400 miles from the north pole. The expedition experienced the most severely cold weather on record—59° below zero for a fortnight; and once the temperature was 104° below freezing.

We must have *intelligent* law makers or we must smart for the poor laws enacted by ignorant legislators. Ignorance costs. Intelligence pays.

That was capital advice the Rev. Alfred Taylor gave his fellow Chautauquans in a recent address. He bade them "(1) wash, and be clean; (2) eat, and be strong; (3) sleep, and be cheerful; (4) exercise, and be muscular; (5) look up, and be hopeful." These recipes are not patented. All Christian workers are welcome to use them, and some need to.

A gentleman, says Thackeray, is a rarer thing than some of us think for. Which of us can point out in his circle men whose aims are generous, whose truth is constant and elevated; who can look the world honestly in the face; with an equal manly sympathy for the great and small? We all know a hundred whose coats are well made; and a score who have excellent manners, but of gentlemen how many? Let us take a scrap of paper and each make his list.

The city of Philadelphia is practically bankrupt, and in casting about for a subject for retrenchment the City Council decided to begin with a ten per cent reduction of salaries—of school teachers and all. Excluding principals, the salaries range from $614 down to $435 per annum. A determined protest from the newspapers and the earnest efforts of some of the most prominent citizens prevented this wholesale reduction of salaries that are now too small.

What a Teacher Should Do.—

1. Make few, if any rules.
2. Govern himself.
3. Avoid governing his pupils too much.
4. Require prompt and accurate recitations.
5. Subscribe for an educational journal.
6. Prepare himself for each recitation
7. Labor diligently for self-improvement.
8. Elevate his profession by his personal worth, as well as by skill and scholarship.

The opening address of Sir Wm. Thomson, before the Mathematical and Physical Section of the British Association, at its last meeting, is full of interest. The part of the address which is of more than usual interest relates to the permanence or variability of the period and axis of the earth's rotation. It seems that we shall have to relinquish the only supposed invariable things in all astronomy, namely: The uniformity of duration in the rotation of the earth on its axis, and permanence of the position of the axis relatively to the mass of the earth, or in other words the invariability of the latitude of a place on the earth's surface.

Dartmouth.—The new catalogue shows a total of 439 students. Of these the academical department has 249, the medical department 86, the scientific department 74, the agricultural department 24, and the engineering, post-graduate department 6. The junior class is the largest, having a membership of 92, including those taking both an academical and scientific course; the sophomore class comes next, with 83; the freshmen class numbers 79, and of seniors there are 69.

The biennial school census of Chicago has been completed. There are 74,315 children in the city under 6 years of age, 15,275 children under 16 years of age, and 184,499 persons under 21 years of age. It appears that there are 18,664 persons in the city attending private schools, though these institutions report as enrolled 27,637 pupils. There are 20,767 persons under 21 years of age regularly at work, and 283 persons between the ages of 12 and 21 years have been found unable to read or write. The whole number enrolled in the public schools of the city is 43,512, the average membership is 40,677, and the average daily attendance is 38,625.

The Catalogue of Harvard University for 1875-76 shows a faculty of 119 teachers, which, with the government of the college, numbers 182 persons. There are 148 seniors, 194 juniors, 182 sophomores, and 252 freshmen; 19 divinity students, 161 law students, 34 scientific, 192 medical, 102 in other departments—in all, 1278.

104 scholarships have been established, ranging in their annual incomes from $40 to $300. The necessary expenses of an undergraduate, not including clothing and cost of living in summer vacation, are from $400 to $650 a year. The total number of books in the libraries of the University is 211,000.

The school funds of Michigan amount to nearly four millions of dollars, invested at rates varying from five to seven per cent. The University and Normal School lands, from which their funds are derived, are all sold so that their funds cannot increase. Much of the Agricultural College and the primary school lands, however, remain unsold. On these funds the State, in 1875, paid in interest to,—primary schools, $211,598; University, $38,461; Agricultural College, $14,446; Normal School, $4,341. Over 420,000 acres of school lands, and 165,000 acres of Agricultural College lands remain unsold. It is estimated that the Agricultural College fund will eventually reach the sum of $725,000, which would ffaord an income of over $50,000 per annum.

Female Education on the Pacific Coast.—The higher education of women is more amply provided for in California, in proportion to the population, than in any other State. The University, in all its departments, welcomes the daughters as well as the sons of the State to a full

participation in its benefits. It resembles somewhat Cornell. Mills Seminary, a noble institution, the perpetual monument of the Christian zeal of its wealthy founders, Dr. and Mrs. Mills, has been recently incorporated, and upon their retirement from its active management, will pass into the hands of a board of trustees. It numbers nearly three hundred pupils, who are in regular classes. It occupies a middle ground between Vassar and Holyoke. There are also a number of good private schools.

A Complete analysis of a man recently made by Dr. Lancaster, of London, has been described by him in a chemical lecture. The body operated upon weighed 158.4 pounds, and the lecturer exhibited upon the platform 23.1 pounds carbon, 2.2 pounds lime, 22.3 ounces phosphorus, and about 1 ounce each of sodium, iron, potassium, magnesium, and silicon. Dr. Lancaster apologized for not exhibiting 5,585 cubic feet of oxygen, weighing 121 pounds, 105,000 cubic feet of hydrogen, weighing 15.4 pounds, and 52 cubic feet of nitrogen, likewise obtained from the body, on account of their great bulk. All these elements combine into the following: 121 pounds water, 16.5 pounds gelatine, 52 pounds fat, 8.9 pounds fibrine and albumen, 7.7 pounds phosphates of lime and other mineral substances.—*American Gaslight Journal.*

At the recent opening of the medical session of Glasgow University, Professor McCall Anderson said few could doubt that a preliminary examination of candidates for admission to the classes was called for; but, if proof were required, it might be found in the answers given to the following questions submitted to candidates by one of the examining boards: "What is meant by the antiquity of man?" Answer—"The wickedness of man." "The Letters of Junius?" "Letters written in the month of June." "The Crusades?" "A war against the Roman Catholics during the last century." "The first meridian?" "The first hour of the day." "To speak ironically?" "To speak about iron." "A Gordian knot?" "The arms of the Gordon family." "The Star Chamber?" "Place for viewing the stars." "To sit on the woolsack?" "To be seated on a sack of wool." "A solecism?" "A book on the sun." "The year of Jubilee?" "Leap year."

What Normal Schools Cannot Do.—*They cannot make good teachers from poor scholars. Sound scholarship is a first and necessary* condition to good teaching.

2. *They cannot supply teaching talent, where nature has not done something pretty clear, in the way of original endowment.*

3. *They cannot compete with colleges and high schools in mere academic instruction.*

4. *They cannot furnish both scholarship and professional training in the*

limited time claimed by some schools. Superficiality must be the result of immoderate haste.

5. *They cannot make lawyers, doctors, merchants, engineers, and mechanics.* These objects are foreign to the work of a true normal school, and must necessarily detract from its real merit.

CORRESPONDENCE.

MR. EDITOR:—That two gentlemen, eminent for learning, and holding high positions in relation to school government, should deem it advisable to place before the public school teachers of Baltimore, so openly, and pointedly, the phrase "general culture," would seem to imply that they, as a body, are not held in very flattering estimation by those whose opinions it is their duty as well as their interest to regard with deference.

The branches taught in our high schools, are, I think, sufficiently numerous and varied to render those who complete the course, generally cultured to some extent. If pupils coming from those schools, bearing in their hands diplomas having upon them the seal of the State of Maryland are not so cultured, shall we blame the graduates, or the institutions that conferred the diplomas? There are schools in which full diplomas are the greatest, the highest, the last honors conferred upon students; but when conferred, they have a meaning and a value which have never been attached to ours.

Were a similar course pursued by "the powers that be" over Baltimore education, it is safe to infer that annual commencements would have less extensive displays of graduating beauty, enhanced by elaborate millinery, and artistic hair-dressing, than have heretofore distinguished them. The phrase "general culture," taken in its widest sense, embraces a field whose utmost limits no one human mind can hope to survey, while in "this suffering clay." Taking a more circumscribed view of its meaning and use, no one will deny that those who have charge of the school education of children and youth should be, not only people of general culture intellectually, but that they should be the very *best* people in *all* respects. This like many other theories, *sounds* very well; but it would prove utterly Utopian, should we attempt to reduce it to practice. Human nature is weak. "The just man falls seven times."

School girls of twelve and more are often heard to remark that "book-learning is very little use, and no ornament to a woman"—language in which more practical common sense, and wide scope observation of real life are embodied, than the young creatures are themselves aware.

A woman, no matter what her occupation, leads a life different from that led by a man, similarly employed. If a teacher, her pay is usually so small, in proportion to the true value of her services, and the req

dignity of her calling, that in many cases, she is obliged to spend her so-called leisure hours in performing domestic duties, or in altering old garments into new shapes; often robbing herself of rest and sleep, to say nothing of recreation. Where then, may I ask, is her time for general culture? Ladies of fortune seldom become teachers in public schools.

Some one has said that much might be accomplished in little shreds and patches of time, which are by most persons wasted. People "who get knowledge" in this way belong, I think, to that very small minority whose minds are of the scientific order; and they are apt to be regarded by the great majority with dread, dislike, or suspicion. Should they happen to rise high on the ladder of fame, of course the populace will cheer them; neither knowing nor caring why. It has been said that a man of great mind is often during life without bread; and when he dies, his country gives him a stone. If men of "soul sublime" have pined alone, what have women to stimulate them to intellectual effort?

Happily, our quick-sighted, if not far-seeing, American girls are not long in discovering that a few becoming dry-goods, fashioned in the "latest style," a few glittering ornaments, pendant from ear and throat, and encircling wrist and finger, will do more towards establishing them in life than any mental culture, general or particular, about which well-meaning scientific men may theorize. Faithful, competent, zealous teachers, though they be many, may "toil on! toil on!" year after year, without one word of commendation; while the delinquencies of a few are held up to public censure in such a light as to make news-readers believe that *all* teachers require watching.

The best and most judicious among us, no doubt, commit many deplorable errors; the result, perhaps, of faulty training given to us by other honest teachers, who were, in their time, as we are in ours, bound by the requirements of a faulty system. What human institution is not more or less defective? What divine institution has not human blindness or recklessness more or less perverted? M. C.

BOOK NOTICES.

Mr. Steiger, of New York has made a valuable addition to the numerous favors he has conferred upon educators and all who are interested in education by the publication of Kiddle and Schem's Cyclopædia of Education of which we have received specimen pages. In typography, size and style, it resembles *Appleton's American Cyclopædia.* The articles embrace the following topics:

1. *Theory of Education and Instruction*, including organization, management and discipline, also methods of instruction,—pedagogy and didactics.

2. *Governmental Policy in regard to Education*, including such subjects as compulsory education, rate-bills, truant-laws, &c.

3. *The Administration of Schools and School Systems*—embracing supervision, school examinations, teachers' qualifications and salaries, school architecture, &c.

4. The *History of Education*, including an account of all the prominent plans and methods of school organization and instruction that have been prepared or that are at present in vogue.

5. *Biographical Sketches* of distinguished educators of this and other countries.

6. *School Statistics*, relating to (*a*) schools of different countries, States, cities, religious denominations, &c. (*b*) Different kinds of schools, as public schools, parochial schools, private schools, special or technical schools, seminaries and high schools, colleges and universities, kindergartens, &c.

7. Educational Literature and Bibliography.

The Cyclopædia is not intended for teachers alone, but is designed for the general public as well. It is published by subscription only. The agent for Maryland is Mr. W. H. Briggs.

If Drawing does not command a prominent place among common and high school studies, it will not be for the want of suitable books and appliances. White's *Progressive Art Studies* is the last (and by no means the least useful) of such aids. It comprises a teacher's manual, and several series of studies designated as *Primary*, *Progressive*, *Landscape*, *Ornamental and Instrumental*, respectively; and each of these, with the exception of the first, is divided into two *Parts*, A and B. The Publishers (Ivison, Blakeman, Taylor & Co.) are entitled to great credit for the very artistic way in which the patterns have been executed.

Duffet's *French Method* (Wilson, Hinkle & Co.) is highly commended by many who are good judges of the subject—which we do not pretend to be. It claims to be progressive, practical, and popular; brief, simple, and natural in its arrangement, terse and perspicuous in definitions, and in fact "the very best of all methods of instruction in French.

We have received from Mr. E. Oram Lyte, Millersburg Pa., "Institute songs"—a collection of bright, sparkling music, selected particularly for use in schools. Also, the Christmas number of the *American Bookseller* (American News Co).

Aphorisms.—It is the cause and not the death that makes the martyr.

The best way to cure the body is to quiet the mind.

When firmness is sufficient, rashness is unnecessary.

Death may expiate faults, but it does not repair them.

In politics there is a wide gulf between promises and performances.

Construction, Diction and Decorum of Correspondence.

HOW TO WRITE LETTERS.

A Text-Book for Schools, and a Reference Book for Private Use.

Showing the correct Structure, Composition, Punctuation, Formalities and Uses of the various kinds of LETTERS, NOTES and CARDS, including rules on Orthography, Capitals and Punctuation, and the uses, abuses and forms of Clerical, Civil, Political, Military, Naval, Social, &c., Titles and Addresses. By J. WILLIS WESTLAKE, A. M., Prof. English Literature, Penna. State Normal School—264 pages, cloth, $1.00; fine gilt, $1.50. Sent post-paid on receipt of price. Special rates for schools in quantities.

ANOTHER EDUCATIONAL ADVANCE.

LLOYD'S
LITERATURE FOR LITTLE FOLKS.

Boards, 50 Cents. Cloth, 75 Cents.

FIRST STEPS IN THINGS, THOUGHTS, WORDS, SENTENCES AND CHILD-LITERATURE.

—BEING—

Select Gems from Standard Authors, and Easy Lessons in Composition.

By ELIZABETH LLOYD, M. S.

ALWAYS KEPT AHEAD!

BROOKS' UNRIVALLED SERIES

—OF—

ARITHMETIC, ALGEBRA AND GEOMETRY.

The Best for Schools and the most Practical for Business.

Primary, 25. Elementary, 50. New Mental, 38. Written, 95. Algebra, $1.25. Geometry and Trigonometry, $1.25

NORMAL HIGHER ARITHMETIC (just out), $1.38.

BROOKS' NORMAL MATHEMATICAL SERIES has stood the practical test of CLASS USE triumphantly in hundreds of cities and towns, and thousands of country schools.

From Prof. JOSEPH W. WILSON, A. M., *Prof. Practical Mathematics, Philadelphia High School, Pa*:—"I consider Prof. Brooks' Series the best published."

From Prof. J. BALDWIN, A. M., *President Kirksville Normal School, Mo.*:—"BROOKS' NORMAL MATHEMATICS are, deservedly, recognized as among the best."

From Prof. J. T. GREGG, *Sup't. Salem City, Oregon*:—"Decidedly and unquestionably *the best I ever saw.*—Must be studied to be appreciated."

Raub's Normal Spellers 25, 38
Pelton's Outline Maps - $25
Fewsmith's Grammars - - - 45, 65,
Peterson's Familiar Sciences 80, $1.60.

☞ Full Catalogues of SOWER, POTTS & CO'S PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

THE ECLECTIC GEOGRAPHIES

ARE USED IN THE SCHOOLS OF

Over 300 Cities and Towns in Ohio.

What the Superintendents and Principals say of the Eclectic Geographies:—

Sup't ALSTON ELLIS, Hamilton:—"They have been used in our schools since 1872 with remarkable success. In no instance have they failed to give **full satisfaction.**"

Sup't E. F. MOULTON, Oberlin:—"Our pupils seem to have a **more intelligent understanding of the subject** than when they have studied it in other books. I think there are two reasons for this: 1st. The arrangement of the books is very systematic, having the proper matter in the proper place. 2d. Everything is presented in a clear, concise and interesting manner. I might add another reason—that the **teachers are able to understand it,** and so are able to teach the subject intelligently."

J. W. MEANS, Prin., Christiansburg:—"No book has ever rendered such decided proofs of **thoroughness, completeness and superior merit.**"

Sup't C. F. PALMER, Findlay:—"They are divested of all superfluous matter, and contain only what the pupil should learn. The system of Map Drawing is clear and simple, and **we obtain excellent results without subordinating everything else** as is sometimes necessary."

Sup't W. W. ROSS, Fremont:—"They are especially commendable in that **they pursue the natural order of the subject.**"

Sup't H. B. FURNESS, Tiffin:—"They are highly esteemed by our teachers, who believe they are **doing better work** in Geography than ever before."

J. A. SLONEKER, Prin., Trenton:—"The Eclectic Geographies give satisfaction in every particular. I teach Geography by the **topic method,** and have seen no Geography that excels the Eclectic for this purpose."

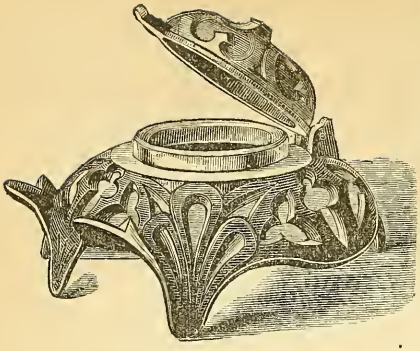
Sup't JOS. F. LUKENS, Wooster:—"They stand the test of the school room. **The best results attend their use.** The system of Map Drawing is practical, and the results are good maps and increased interest in the study."

Sup't W. R. WEAN, Wellington:—"**No change in school books could be fraught with greater or better results.**"

Pres't DIXON, Willoughby College:—"I think the author has discovered and presented to us the **true method of most successfully teaching this science.**"

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

J. W. BOND & CO., Baltimore.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

JAS. M. GARNETT, LL.D., Principal.

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF
GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

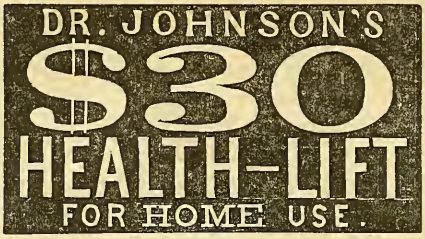
Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

THE ONLY ONE AWARDED CENTENNIAL MEDAL.



IS THE CHEAPEST, BEST AND MOST POPULAR.

Embodies all the merits of other Lifters, besides having advantages peculiar to itself, being the

Lightest, Simplest, most Compact, Ornamental and Convenient.

Highly commended by thousands of Physicians, all Classes of Professional Gentlemen, and Brain-Workers generally, and by all kinds of Sedentary People, and Chronic Invalids of every sort.
Send stamp for Illustrated Circular.

AGENTS WANTED.

J. W. SCHERMERHORN,
14 Bond Street, New York,
Publishers, Booksellers and Manufacturers of School Material.

To be seen at store of J. W. Bond & Co., and also with M. A. Newell, Principal State Normal School, of Baltimore.

ZUCCATO'S PATENT PAPYROGRAPH.

400 Autograph Copies of any Writing, Illustration, Design, Notice, Map, Table, Examination Paper, &c.,

Can be produced by the Papyrograph in an hour with an ordinary copying press.

Men in all kinds of business, and in schools of every grade, will find it invaluable, and that there is no limit to its practical use.

Send for Circulars and Catalogue of prices. Address,

PAPYROGRAPH CO.,
43 and 45 Shelucted Street,
NORWICH, CONN.

NATIONAL SUNDAY SCHOOL TEACHER

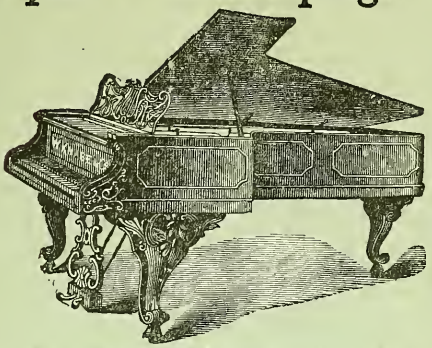
Edited by M. C. HAZARD. Is undoubtedly the **best Teachers' Help** published. Has the most **thorough, helpful** and **inspiring lessons,** the **best corps of contributors,** and the **most popular editorial departments.** Needs only to be examined in order to be taken. Terms: **$1.50** per year. Clubs of five or more receive six Lesson Papers with each copy. Sample copy sent **free** on application to

ADAMS, BLACKMER, & LYON PUB. CO., CHICAGO.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

PROF. WALTER SMITH'S

SYSTEM OF DRAWING,

Cards, Books, Manuals and Models for Examination and Sale at the

MARYLAND AGENCY, 332 West Baltimore Street,

Near Howard.

Teachers and Educators generally are invited to call and examine the System. It is now successfully used in the following places:

Boston,	Springfield.	Chicago,	Providence, R. I.
Concord, N. H.	Detroit, Mich.	Lowell.	Augusta, Me.
Milwaukee, Wis.	Lawrence.	Lewiston, Me.	Minneapolis, Minn.
Newton.	Natick.	Indianapolis, Ind.	Taunton.
Gloucester.	St. Louis, Mo.	Somerville.	Pittsfield.
San Francisco, Cal.	Worcester.	Haverhill.	Washington, D. C.
Cambridge,	Syracuse.	Newport, R. I.	Waltham.
Rochester.	Auburn, N. Y.	Dedham.	Pittsburg, Penn.
Sandusky, Ohio.	Fall River.	Allegbany, Penn.	Lewiston, Me.
New Bedford.	Columbus, O.	Baltimore.	Fitchburg.
Toledo.	Binghamton, N. Y.		Scranton, Pa.

The course has also been placed on the list of text-books adopted for use in the public schools in New York City and Brooklyn.

SPECIAL PRICES GIVEN FOR INTRODUCTORY SUPPLIES.

WM. J. C. DULANY & CO.,

BOOKSELLERS, AND AGENTS FOR L. PRANG & CO., PUBLISHERS.

ECLECTIC EDUCATIONAL SERIES.

The Best Books at the Lowest Prices.

McGuffey's Readers and Speller
Ray's Series of Arithmetics
Ray's New Algebras
Ray's Higher Mathematics
Eclectic Series of Geographies
Eclectic System of Penmanship
Venables U. S. History
Brown's Physiology and Hygiene
Harvey's Graded-School Readers
Harvey's Graded-School Speller
Harvey's Language Lessons
Harvey's Ele. and English Grammars
White's Graded-School Arithmetics
Schuyler's Complete Algebra
Schuyler's Elements of Geometry
Schuyler's Trig. and Mensuration
&c., &c., &c.

The Publishers invite special attention to the following

NEW TEXT-BOOKS and BOOKS for TEACHERS' USE:

The Prices quoted are: **I.** REGULAR RETAIL PRICE. **II.** INTRODUCTION PRICE—For first introduction into schools where not already in use. **III.** EXCHANGE PRICE (*one-half retail price*)—For first introduction into schools in exchange for the corresponding old books of other series in use in the schools.

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, to teachers or school officers, on receipt of the Introduction Price.

	I.	II.	III.
WHITE'S MANUAL OF ARITHMETIC (**Just Published**) containing Suggestions, Methods of Teaching, Models of Analysis, and Illustrative Solutions of Problems. Full Cloth	$1.00	$1.00	
SCHUYLER'S ELEMENTS OF GEOMETRY	1.50	1.13	
SCHUYLER'S TRIGONOMETRY AND MENSURATION	1.50	1.13	
RAY'S DIFFERENTIAL AND INTEGRAL CALCULUS	2.25	1.69	
RAY'S SURVEYING AND NAVIGATION	2.25	1.69	
HARVEY'S LANGUAGE LESSONS	.30	.22	.15
HEPBURN'S ENGLISH RHETORIC	1.25	.94	.63
THALHEIMER'S HISTORY OF ENGLAND	1.50	1.13	
NORTON'S ELEMENTS OF PHYSICS	1.15	.84	.58
GOW'S GOOD MORALS AND GENTLE MANNERS	1.25	.94	
DUFFET'S FRENCH LITERATURE	1.00	.75	
KRUSI'S LIFE OF PESTALOZZI	2.25	2.25	
HAILMAN'S KINDERGARTEN CULTURE	.75	.75	
HAILMAN'S LECTURES ON HISTORY OF PEDAGOGY	.75	.75	
THE EXAMINER, OR TEACHER'S AID	.50	.50	
SMART'S MANUAL OF FREE GYMNASTICS	.20	.20	
OBJECT LESSONS, BY LILIENTHAL AND ALLYN	.25	.25	
PAYNE'S SCHOOL SUPERVISION	1.25	1.25	

(A number of the Blank Forms and Reports recommended in PAYNE'S SCHOOL SUPERVISION have been published separately for the use of Teachers, Principals and Superintendent. Send for descriptive circular and price-list.)

PUBLISHED BY

WILSON, HINKLE & CO., - Cincinnati and New York.

J. W. BOND & CO., - Baltimore.

Vol. III. February, 1877. No. 6.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE
Maryland Schools—1875-'76	627
Report of the Principal of the State Normal School	640
Lessons of the Centennial	652
Reading	655
Editorial Department:	
Duties of Examiners	657
The Public School Teacher's Association of Baltimore	660
Some of Pestalozzi's Maxims	661
Dress	661
Governor Drew, of Florida	662
The *Sanitarian*	663
An Industrious Compiler	663
American Physique	664
Pennsylvania	664
Great Britain	665
The Population of the World	665
Turkey	666
Prussian Schools	666
Edward J. Sears	667
Dr. Chas. Saffray	667
Book Notices	668

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:
PRINTED BY KELLY, PIET & CO.,
No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.

The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.

Creery's Grammar School Spelling Book.....60 Cents,

Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.

Newell & Creery's Second Reader.....50 Cents.

Newell & Creery's Third Reader.....75 Cents.

Newell & Creery's Fourth Reader.....90 Cents.

Newell & Creery's Fifth Reader..... $1.25.

Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History. with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.

Each.....20 Cents.

Kerney's Catechism U. S. History.....25 Cents.

Kerney's Catechism Sacred History.....25 Cents.

Wilson's History of American Revolution $1.50

History of France..... $1.75.

Manual of Catholic Church History ..... $1.00.

CLASSICAL BOOKS.

Vira Romæ .....75 Cents.

Historia Sacræ .....50 Cents.

Phaedrus .....50 Cents.

Ovid, Part 1.....50 Cents. **Part 2**.....75 Cents.

DeGournay's First Steps in French.....60 Cents.

Fables de la Fontaine..... ...75 Cents.

Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.

Louage, Moral Philosophy ..... $1.50.

The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.

Weekly Report Books for Schools, per dozen ... . $1.25.

Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.

Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,

174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. FEBRUARY, 1877. No. 6.

MARYLAND SCHOOLS, 1875–'76.

(*From the Report of the* STATE BOARD OF EDUCATION.)

The following summary exhibits, in a condensed form, the most important facts connected with the administration of the Public School System of the State, including the city of Baltimore, for the year ending Sept. 30th, 1876:

No. of schools in Baltimore city	119
" " " the counties	1,753
Total	1,872
Being an increase in 1876 of	26
No. of different pupils—city	44,016
" " " counties	102,182
Total	146,198
Being an increase in 1876 of	3,206
Highest No. enrolled in one term, city	31,404
" " " " counties	84,530
Total	115,934
Being an increase in 1876 of	3,535

Average No. in daily attendance, city	25,582
" " " " counties	47,487
Total	73,069
Being an increase in 1876 of	3,810
No. of Teachers—city	731
" " counties	2,119
Total	2,850
Being an increase in 1876 of	127
No. of months schools were open—city	10
" " " " counties	$8\frac{3}{4}$
Average for the State, $9\frac{1}{10}$ mos.	
Amt. pd. for teachers' salaries—city	$447,121 70
" " " " counties	598,741 97
Total	$1,045,863 67
Being an increase in 1876 of	10,108 85
Amt. pd. for building, repairing and furnishing school-houses—city	$130,091 32
Amt. pd. for building, repairing and furnishing school-houses—counties	100,370 80
Total	$230,462 12
Being a decrease in 1876 of	42,077 31
Amt. pd. for Books and Stationery—city	$43,864 61
" " " " counties	53,359 25
Total	$97,223 86
Being a decrease in 1876 of	6,996 29
Amt. pd. for Colored Schools—city	$40,004 66
" " " " counties	79,280 05
Total	$119,284 71
Being an increase in 1876 of	205 22

Total expenditure for Public School purposes—city		$677,986 82
Total expenditure for Public School purposes—counties		945,362 41
		$1,623,349 23
Total expenditure for Public School purposes—State, 1875		1,640,047 77
Decrease in 1876		$16,698 54

Excluding the schools in Baltimore city, and comparing the County Schools of the present with those of the preceding year, we have the following exhibit:

Average No. of schools reported in 1875	1,721	
Average No. of schools reported in 1876	1,753	
Increase in 1876		32
Tot. No. scholars enrolled in 1875.	100,403	
" " " 1876.	102,182	
Increase in 1876		1,779
Highest No. enrolled in one term, 1875	81,043	
Highest No. enrolled in one term, 1876	84,530	
Increase in 1876		3,487
Average No. enrolled in 1875	68,026	
" " " 1876	74,617	
Increase in 1876		6,591
Average No. scholars in daily attendance, 1875	44,341	
Average No. scholars in daily attendance, 1876	47,487	
Increase in 1876		3,146

	1875.	1876.
No. Teachers (including Ass'ts.) men	1,036	1,132
" " " " women	981	987
Total	2,017	2,119

Increase in 1876.....102.

Average No. months schools were open, 1875..9 months.
" " " " " " 1876..8 mos. 15 days.

Decrease in 1876, 5 days.

Amount received from State as School Tax, Free School Fund and Acad. Fund, 1875	$336,110 11	
Amount received from State as School Tax, Free School Fund and Acad. Fund, 1876	356,306 36	
Increase in '76		$20,196 25
Amount received from appropriation to Colored Schools, '75	$81,170 16	
Amount received from appropriation to Colored Schools, '76	80,049 30	
Decrease in 1876		$1,120 86
Amount received from County taxation, '75	$368,962 39	
Amount received from County taxation, '76	370,414 68	
Increase in 1876		$1,452 29
Amount paid for Teachers' salaries, '75	$609,035 07	
Amount paid for Teachers' salaries, '76	598,741 97	
Decrease in 1876		$10,293 10
Amount paid for building, repairing and furnishing school houses, '75	$105,175 65	

Amount paid for building, repairing and furnishing school houses, '76	100,370 80	
Decrease in 1876		$4,804 85
Amount paid for books and stationery, '75	$52,462 66	
Amount paid for books and stationery, '76	53,359 25	
Increase in '76		$896 59
Amount paid for supervision and office expenses, '75	$38,895 96	
Amount paid for supervision and office expenses, '76	40,107 84	
Increase in '76		$1,211 88
Amount paid for incidental expenses, '75	$48,357 20	
Amount paid for incidental expenses, '76	46,512 41	
Decrease in '76		1,844 79
Amount paid for interest, '75	$8,796 82	
" " " '76	10,037 36	
Increase in '76		1,240 54
Amount paid Miscellaneous Expenses, '75	$10,439 55	
Amount paid Miscellaneous Expenses, '76	5,827 57	
Decrease in '76		$4,611 98
Amount paid for Colored Schools, '75	73,582 71	
Amount paid for Colored Schools, '76	79,280 05	
Increase in 1876		5,697 34

Amount of indebtedness paid in '75	50,946 04	
Amount of indebtedness paid in '76	90,405 21	
Increase in 1876		$39,459 17
Total expenditure for Public School purposes in 1875	$924,108 95	
Total expenditure for Public School purposes in 1876	945,362 41	
Increase in 1876		$21,253 46

The items of expenditure which show an increase are :

Books and Stationery	$896 59	
Supervision and Office Expenses.	1,211 88	
Interest	1,240 54	
Indebtedness paid	39,459 17	
		$42,808 18

The items of expenditure which show a decrease are:

Teachers' salaries	$10,293 10	
Building, repairing and furnishing	4,804 85	
Incidental expenses	1,844 79	
Miscellaneous expenses	4,611 98	
		$21,554 72
Net increase in 1876		$21,253 46

The figures show that the year 1875–'6 has been a year of economy, produced, no doubt, by sympathy with the general depression of business throughout the country. The only items of ordinary current expenditure that show an increase are "books" and "supervision," and the amount ($2,108.47) is so small as to indicate a diminished rate of expenditure when the increased number of schools and pupils is taken into account. On salaries of teachers, building and repairs, and incidental and miscellaneous expenses, there is a reduction of

$21,513.51. The apparent net increase of expenditure is caused by the appropriation of $90,405.21 to the payment of old debts.

INDEBTEDNESS.

In the last report, the State Board suggested and recommended the passage of an act, by the Legislature, enabling the several County School Boards to fund such indebtedness as they were unable to discharge, and prohibiting them from contracting new obligations in excess of their annual income.

No general law for this purpose was enacted, but special acts were passed for the relief of several School Boards.

The County Commissioners of Cecil County were authorized to issue bonds to the amount of $20,000.00,—of Frederick, $25,000.00; Washington, $30,000.00; and Harford, $25,000.00,—to aid in paying the school debts. The counties named, with the exception of Harford and Frederick, have availed themselves of the authority given by the Legislature and have issued the required bonds.

The indebtedness of the several County School Boards, on the 30th of September, 1876, is reported to be as follows:

Allegany	$13,500 00	Harford	$25,211 74
Anne Arundel	16,000 00	Montgomery	1,896 17
Carroll	4,388 40	Prince George's	2,150 00
Dorchester	314 08	Talbot	8,014 47
Frederick	4,619 91	Washington	3,452 00
Garrett	7,620 12		

The other counties report no indebtedness. In several cases, notably in Anne Arundel County, this indebtedness is said to be caused by the County Collector's failing to pay over promptly the amount levied as County School Tax. It has been suggested that additional legislation is needed to remedy the evil; but it would be hard to devise any legal measures more stringent and comprehensive than the present laws upon this subject. Chapter 483, of the Laws of 1874, contains the following provisions:

Sec. 42. "Every Collector receiving a copy of such assessment or rate shall, within thirty days thereafter, proceed to collect the same, and shall pay the County or City Taxes to the County Commissioners, or to the Mayor and City Council, as the case may be, or their order, within six months after receiving the copy aforesaid; and all moneys levied for educational purposes by the County Commissioners of the several counties shall be levied separately and distinctly from the other items of taxation, and a list thereof furnished to the School Commissioners of the said counties; and the Collector shall make return of all said tax collected upon the days required by law for the return of the State School Taxes. If any such Collector shall fail to perform his duties as directed in this section said Collector shall be liable to prosecution, and, on conviction, shall be fined not less than $100.00 nor more than $500.00, in the discretion of the Court."

Sec. 44. "Every Collector of State Taxes shall account for, and pay to the Treasurer, two-thirds thereof by the 1st day of January succeeding the date of levy of said taxes, and the remaining third by the 1st day of April thereafter."

Sec. 78. "If any Collector of County or City Taxes shall refuse or neglect to pay over any money he has received or collected, or ought to have collected, the person entitled to receive the same may apply to the Circuit Court of the County, or the Court of law in Baltimore City, having jurisdiction over the amount claimed, and such Court shall render judgment against such Collector for the amount due from him; provided, &c."

THE SCHOOL LAW.

For the first time in ten years the General Assembly adjourned without making any alterations in the School Law. A bill for this purpose was before the House of Delegates, but was passed too late in the session for deliberative action by the Senate. The principal feature of the House bill was the introduction of a change in the mode of appointing the

County School Commissioners. This topic was fully and ably discussed by the Association of Public School Commissioners at their late meeting in November, and the Association expressed a unanimous opinion that no change was necessary, as in no other way would the public be likely to secure the services of as good men. The question of the constitutionality of the present mode of appointment was not discussed, as belonging more properly to the courts. Several of the County Examiners have, in response to a question from the Secretary of the State Board, expressed themselves very fully on this point in their respective County Reports; and their views, coming from men who have had much experience in school matters and are entirely disinterested, deserve respectful consideration.

It must be acknowledged that our School Law is not perfect; yet the shortcomings of the system are to be traced rather to defects of administration than to errors in the law; and future improvement must be looked for in the executive more than in the legislative department. The proof of this lies in the fact that under the same general law one county can maintain its schools in a flourishing condition for ten months in the year, while another is obliged to close its schools at the end of five months. If the County Commissioners and all the officers of the school system, the members of the State Board, the County Boards, and the District Boards, the County Examiners, and the teachers, did their whole duty as required by the present law, there would be but little room for improvement.

It should always be borne in mind by those who direct the school legislation of the State, that to a number of counties varying so greatly in extent, in population, in wealth, and in social industries, no minute and rigid legislation can be applied which shall work equally well in all localities. Legislation must be general in its character, and large discretion must be allowed to the local authorities. But to prevent the abuse of this discretionary power, and to secure substantial

uniformity throughout the State, the State Board of Education has been required to assume the "general care and supervision of the school interests of the State," to "act as assistants and advisers of the various County Boards," to "explain the true intent and meaning of the law," and to decide "all controversies and disputes that may arise under it."

No law, however excellent, can execute itself. The administration of the school law, divided as it necessarily is among various boards and officers is finally centered in the State Board of Education under the following clause of the School Law: "The State Board of Education shall, to the best of their ability, cause the provisions of this law to be carried into effect, and may, if necessary, institute legal proceedings for that purpose, *with the direction and advice of the Attorney General.*" It is fortunate that during the six years that have elapsed since this provision went into effect, no necessity arose for the institution of legal proceedings by the State Board. Had a case arisen calling for such action, it is probable that the board would have been found powerless. For the board could not commence proceedings without the "direction and advice of the Attorney General," and the late Attorney General held that his duties are strictly defined by the Constitution of the State, and that as the giving advice to the State Board of Education is not enumerated among these duties, the clause is unconstitutional and inoperative.

The Board, however, has come to an understanding with the present Attorney General, which will enable it, with the aid of the Governor, to carry out the law.

The State Board suggests as amendments to the law:

1. That provision be made for taking a census of the school population between the ages of 6 and 16 once in every two years, specifying the school (public or private) which each child attends, and the number of months he has been at school within the two years preceding the date of the census.

2. That arrangements be made at the same time for the ascertaining the names, ages, and addresses of all the deaf and dumb, and the blind in the State.

3. That all principals of schools other than public schools, and principals and presidents of colleges and seminaries not connected with the State system, be required to report annually to the State Board the number of pupils in such institutions.

4. That the managers of orphan asylums, and similar benevolent institutions, be required to report annually the number of the inmates between the ages of six and sixteen years, and their respective ages, with such other information of public interest as they may be willing to give.

5. That the distribution of the annual school report he entrusted to the State Board of Education, with instructions to send three copies at least to each member of the General Assembly, two copies to each School Commissioner, and one copy to the chairman of each of the boards of School Trustees.

6. That an Act be passed permitting and enabling the Trustees of any incorporated Academy to transfer the Academic property and donation to the Board of County School Commissioners, on such terms and conditions as may be agreed on by both parties.

ATTENDANCE.

It is gratifying to observe that notwithstanding a slight decrease in the current expenditure, the number of children on the school-rolls is larger than it has ever been before; and it is matter of especial congratulation that the average daily attendance has increased in greater proportion than the enrolment. Much more progress, however, must be made in this direction before the friends of education can afford to relax their efforts. Much good has been done in several counties by furnishing teachers with postal cards, and requiring them to report weekly to the County School Board the daily attendance of pupils. When this is followed by the closing of such schools as show an average attendance of fewer than ten pupils a marked effect is produced. In one county (Howard) the salary of the teachers is made to depend partly on the average daily attendance; the experiment has not been continued long enough to

enable the Examiner to speak definitely of the results, though it is believed that up to the present time the effect has been good.

STATE NORMAL SCHOOL.

The State Normal School took partial possession of the new building on the 29th of February, 1876, and the house was formally delivered to the State Board of Education on the 2nd of June. It is found by experience to be admirably adapted to all the purposes for which it was intended. The beauty of the location, and the attractive appearance of the building are noticed by all, but only those who have watched the struggles of the school during ten years, in cramped and ill-arranged quarters, can appreciate the relief that is now felt. The present severe winter has afforded an opportunity of testing the capacity of the steam-heating apparatus. It has been found possible by burning enough of fuel to heat comfortably every room in the building with the exception of the assembly hall; but the contractors, Messrs. T. C. Basshor & Co., have undertaken to make such additions to the apparatus as will ensure the thorough heating of this room also. The boilers which were originally placed in the cellar, have been removed to a location underground, and outside of the main building, with a view to safety, efficiency and cleanliness.

In planning the house very great care was taken to secure ventilation, and the effort has been perfectly successful so far as the assembly hall and the large study-rooms are concerned. The ventilating flues of the basement and two recitation rooms do not act at present, but it is believed that the defect can be easily remedied, as the main ventilating shaft is capable of doing even more work than is required, when the proper connexions are made between it and the apartments referred to.

THE CENTENNIAL.

The General Assembly, near the end of the session, appropriated fifteen thousand dollars to the representation of Mary-

land interests at the great Exhibition; and it was supposed, in accordance with the general design and the example of other States, that education was among the things to be represented. But a request from the Board for "the application of a small part of the appropriation to the representation of the educational resources of Maryland, and for such other 'aid and comfort'" as might be obtainable, was declined by the Centennial Commissioners of the State on the ground that the money appropriated was too small for other necessary purposes, and that there would be no room in the Maryland building for any educational display, "mines and minerals, fish and grains, marbles and building materials occupying every inch not necessarily devoted to the public." Consequently there was no general representation of Maryland schools. But the city of Baltimore made a very creditable display, in the space assigned in one of the galleries of the Main Exhibition Building, of pupils' work of every grade, from the City College to the Primary School, in some thirty handsomely bound volumes; plans of school-houses, school-books, and school furniture. The State Normal School sent the Annual Examination papers of all the students since the organization of the school, in thirty-three bound volumes, portfolios of elementary drawings, and specimens of map-drawing and pen-printing; a school map of the State showing the number of schools in each election district, plans of country school-houses, and a perspective view of the new Normal School building. The Maryland Institution for the Blind sent a number of very beautiful samples of the work of the pupils,—worsted work, embroidery, plain sewing, wax-flowers, &c.

We have to deplore the loss by death during the past year of three faithful public servants: Mr. Wm. H. Perveil, Examiner in Arundel County; Dr. Samuel Kepler, Examiner in Baltimore County; and Mr. Benjamin Tippett, Examiner in St. Mary's County. Varying in their gifts and their opportunities, they all agreed in commanding the respect, esteem, and confidence of the Board and the gratitude of their fellow-

citizens for their labors in the cause of education. "They rest from their labors and their works do follow them."

In conclusion, while we are unable to point to any special triumph in educational work to mark the close of the centennial year, we are glad to put it on record that in a period of unexampled industrial depression, when a feeling of distrust and a desire for retrenchment marked every private business and every public institution, the schools of Maryland took no steps backward. On the contrary, though there may have been some backsliding in particular places, when we take a survey of the whole field we find that more progress has been made,—more money expended and larger results obtained, than in any previous year in the history of the State.

REPORT OF THE PRINCIPAL OF THE STATE NORMAL SCHOOL.

The eleventh annual session of the State Normal School closed on the 2d of June. The number of students enrolled during the year was 206, of whom 190 were ladies. The number of graduates for the year was 21, eighteen of whom have been employed as teachers since the close of the school. The total number of students since the organization of the school is 1199. The number of graduates is 215. It is estimated that 124 of these are now teaching in the Public Schools of the State; the number of undergraduates now teaching is estimated at 215.

In the interval between the closing of the school and its re-opening in the Fall, the school met with a great loss by the death of Mrs. Mary Borgman, Principal of the Model School, after ten years' continuous service in that position and nearly twenty years of uninterrupted labor as a teacher. One of her last contributions to the MARYLAND SCHOOL JOURNAL under the title "Worn out—and then?" contains the following sentences, which the event has made prophetic: "Buoyantly and

hopefully they [women teachers] commence their work; through trials and hardships they cheerfully battle on; but the overstrained nerves at last give way; the overworked brain suddenly gives the signal, 'danger ahead;' and they know the engine should stop, the brakes should be put down; friends tell them so at every turn; they feel that the crash must come, but how can they stop? Fortunate are they if no other lives depend upon their exertions; the prospect is not so fearful if it is only ourselves; *we* rather enjoy the prospect of dying in such a cause. We have given our whole lives to this work, we are willing to spend our last breath in it, and only hope we may be permitted to 'die in the harness.'" She had her wish; she died in harness; and never was harness more bravely worn nor more honorably laid down.

TEACHERS' INSTITUTES, ASSOCIATIONS, &c.

Since the date of the last report a Teachers' Institute was held in each of the following counties: Allegany, Anne Arundel, Calvert, Caroline, Carroll, Charles, Harford, Kent, Queen Anne's, and St. Mary's. The usual quarterly meetings of the County Teachers' Association were held in Baltimore and Howard counties. Preliminary arrangements had been made for holding Institutes in the counties of Frederick, Washington, Wicomico, Somerset, and Worcester, but for various reasons it was thought better to postpone them.

The State Teachers' Association met in Baltimore during the same week as the National Educational Association; but in accordance with a previous understanding, no business was done beyond re-electing the officers, and adjourning to meet in Easton, Talbot county, next summer.

The preparations for the National Educational Association were as complete, and the local arrangements as satisfactory, as at any previous meeting. The papers presented were most of them of a very high character, fully sustaining the reputation of the Association. The attendance of representative men was as large as usual, but the general audience was the smallest

ever seen on such an occasion. The unprecedented heat of the weather deterred hundreds from coming to the city, and drove out of the city hundreds who, under other circumstances, would have gladly attended.

In the month of June I visited and minutely examined the high schools at Easton, St. Michael's and Trappe, in Talbot county, and found them well attended, well organized, and well taught.

A convention of the Examiners of the State was held on the 13th of July. There were present the Examiners of Allegany, Calvert, Carroll, Cecil, Dorchester, Frederick, Talbot, Wicomico, and Worcester counties; and good reasons were known for the absence of the representatives of the counties of Caroline, Harford, Howard, Kent, and Somerset. The principal subject under consideration was the means by which the public schools could be made more efficient. The discussion was informal, mostly conversational, but earnest and deeply interesting. It was stated that the prevailing depression in every branch of industry had directed public attention to the very large amount of money annually expended in support of the public schools of the State, considerably more than a million and a half of dollars for a school population not exceeding 150,000 children; that there was a clamor for retrenchment in every item of public expenditures; that it was impossible to maintain even tolerable schools with less than the present appropriation; and that true economy would lie not in curtailing the expenses but in giving the people better schools, if possible, for the same outlay of money. The means suggested for accomplishing this end were three-fold: the employment of better teachers, closer and more minute supervision, and the awakening of a livelier local interest in the schools among patrons and the public in general. It was stated with regard to the first, the employment of better teachers, that we are to some extent limited by the money at our command; but while first-class talent cannot be procured at third-class rates, much may be done by a skilful Examiner to make low-

priced teachers available and useful, provided they are honest and energetic. For this purpose the Examiner must himself supply much that is lacking in the young teacher—plans and methods which are the result of reading, study and experience. The graded system (so called) adopted by the State Board was considered a great help to uniform and systematic work, and it was suggested that every Examiner should consider himself the principal of all the schools of the county, and see to it that the teachers carried out faithfully his instructions. Hence the necessity for the second item—close and minute supervision. It was recommended that the schools should be visited as early as possible after the opening in the Fall, that teachers, especially new teachers, should receive precise instructions in the method of managing their schools, and that the postal cards, recommended by the State Board, should be sent weekly or semi-monthly by every teacher to the Examiner, with such information as the latter might desire. From these reports the Examiner could judge where his next visits would be most needed. But all this would be insufficient without the cordial cooperation and sympathy of the people. Therefore the Examiner should take frequent opportunities of directing popular attention to the great work which the schools are doing, by means of newspaper articles, circulars, lectures, and addresses at popular meetings.

The Association of Public School Commissioners of Maryland held their regular annual meeting in the library of the State Normal School on the 28th and 29th of November. The attendance was large, and many topics of great importance to the public schools were earnestly and thoroughly discussed, among which were the manner of appointing School Commissioners, the usefulness of local trustees, and the best method of supplying pupils with text-books. The chief interest, however, was centered in the discussion of the method adopted by the Comptroller in apportioning and paying the State School tax, which results in leaving a large balance in the Treasury at the close of every distribution. By the unanimous vote of the

Association, Mr. W. Horace Soper was called on to give an explanation of the facts, which he was presumed to be familiar with, as he had been Clerk to the State Superintendent under whom the first distribution was made, and had followed the details up closely from that time to the present. Mr. Soper presented the following table, made up from the several cash accounts of the Comptroller as given in his annual reports:

RECEIPTS AND DISBURSEMENTS OF PUBLIC SCHOOL TAXES, FOR THE YEARS ENDING SEPT. 30TH, FROM 1865 TO 1875.

Years	*Receipts.*	*Disbursements.*	*Amount Paid Over Annual Receeipts.*	*Paid Less than Receipts.*	*Balances.*
1865..	$248,742 26	.....	.....	$248,742 26	$248,742 26
1866..	390,901 96	$372,914 73	.....	17,987 23	266,729 49
1867..	384,218 56	406,832 55	$22,613 99	.....	244,115 50
1868..	372,011 44	412,088 20	40,076 76	.....	204,038 74
1869..	383,656 74	413,751 51	30,094 77	.....	173,943 97
1870..	421,161 51	393,357 65	.....	27,803 86	201,747 83
1871..	410,065 43	429,442 55	19,377 12	.....	182,370 71
1872..	459,645 04	403,537 95	.....	56,107 09	238,477 80
1873..	453,929 06	398,066 97	.....	55,862 09	294,339 89
1874..	511,180 67	391,368 52	.....	119,812 24	414,152 13
1875..	604,713 08	*514,117 26	.....	90,595 82	504,747 95
	$4,640,225 84	$4,135,477 89	$112,162 64	$616,910 59	.....

Balance of receipts over disbursements.....$504,747 95

In explanation of the table it was stated that the first State school-tax was levied in 1865, and the first distribution was made, according to law, in October, 1865, which is in the fiscal year 1866; that the whole amount then collected was not then distributed, by the advice of the State Superintendent, to whom a large discretionary power was conceded as necessary in the inauguration of the new system; that the unpaid balance became less from year to year, from 1866 to 1871 (with one exception), and then increased rapidly from 1872 to 1875, inclusive. While the Association was unanimously of opinion that the present Comptroller was acting in accordance with what he believed to be the law of the State and the usage of his office,

* This includes amount paid to colored schools.

yet a large majority of the members believed that the Comptroller was in error with regard to the law, and that the usage should be made to conform not to the construction put upon it by the Comptroller, but to the plain letter of the Act of the Assembly: "On the fifteenth day of June, the first day of October, the first day of January, and the fifteenth day of March, in each year, the Comptroller shall apportion the amount of school-tax received by the Treasurer among the several counties and the City of Baltimore."

It seemed also to be the unanimous opinion of the Association that even if the law, as above quoted, were of doubtful construction, the Legislature has provided a remedy, by enacting that the State Board of Education "shall explain the true meaning and intent of the Law"; and it was not questioned but that the Comptroller as a law-abiding citizen would, in the event of a disagreement between him and any Board of School Commissioners, be governed by the decision of the State Board, which is required by law "to decide without expense to the parties concerned all controversies and disputes that may arise under it [the School Law]."

I do not consider it necessary to argue the question at this time; but as it probably occupies a large amount of public attention, and may yet demand more, it may be well to complete the history of the case down to October 15th, by quoting a part of a letter received from a member of the Association on this subject: "The summary of the Comptroller's Report recently published shows that the total credits to the school-tax (including the balance in Treasury at the close of the fiscal year, 1875, amounting to $500,062.05) were $1,016,910.58. And the total disbursements were $565,512.11, showing that a balance was carried over during the year of $451,398.47, which balance, in my opinion, ought to have been distributed on the 15th of last October."

COLLEGES AND ACADEMIES.

Tables I and K accompanying this Report show the condition of the Colleges, Schools and Academies which receive aid from

the State, as far, at least, as this can be shown in a tabular form. I have seen no reason to change the opinions expressed in previous Reports on this subject; on the contrary, further reflection and experience have tended to strengthen and confirm those opinions. Without repeating what has been so often said before, I will merely add that of all the modes of giving aid to a college, that of giving rooms and board gratis to certain selected students is the most objectionable in theory and the most unsatisfactory in practice. Why the State should undertake to give subsistence for four years to forty or fifty able-bodied young men, already possessed of a good elementary education, and not in any way distinguishable from four or five hundred others, either by poverty, scholarship or genius, simply as an inducement for them to continue their studies, is to me inexplicable. If the money were given for the purchase of books, and apparatus, and the salaries of professors, it would do something for the advancement of learning, and the building up of our home institutions; and the number of students would not be diminished by the change.

The Agricultural College reports a year of good work with improving prospects. The President, in his last Report to the Board of Trustees, says:

"The Session commenced on the 20th day of September last, since which time 56 students have registered, and 52 are in actual attendance. The Faculty consists of Professors Jones, Nelson, Warfield, Morgan, Von Brockdorf and Snyder. The curriculum prescribed in our last Register is being adhered to as far as practicable, and the organization of the College is complete in every particular. It gives me pleasure to state that with a harmonious Faculty the condition of the College is very far superior to last year. The discipline, though more severe perhaps than ever before, has been yielded to by the students with commendable alacrity and cheerfulness, and there is now a high tone and *esprit de corps* existing which gratifies me exceedingly, and gives me high hopes of the future of this institution.

All the members of the Faculty agree with me as to the importance of making Agriculture the leading feature of the College, and in addition to the monthly lectures by non-resident Professors, we propose alternate lectures by some member of the Faculty.

Monthly written examinations are now held in all branches of study, from which good results are expected, especially as the questions proposed will generally require original demonstrations.

The total amount of money received from the State since September, 1875, is $15,709.00. We have paid on the old debt since the beginning of my administration, $10,561.46. We have expended on necessary repairs, $3,916.89; and on the farm, $1,138.25. There is due on the old debt $2,215.42; and there is due to the College on tuition fees for previous sessions, $1,436.86. Were these fees paid our debt would be $778.56. Although I am somewhat disappointed at this result (for I had expected to be entirely free of debt at the present time), yet, taking into consideration the very large amount I have expended in repairs, and the depressed financial condition of the country for the past year, I think we have reason to feel satisfied."

WASHINGTON COLLEGE reports, "that at the close of the last scholastic year, ending July 11th, 1876, they had in attendance thirty-seven students, and that there were seven graduates at the last Commencement.

"During said scholastic year the fifteen beneficiary students provided for under the acts of 1856 and 1874 were all in attendance, and gave gratifying evidence of the benefits of the system.

"The visitors also report an increasing public interest in the College throughout the Eastern Shore generally, and they have every assurance that the number of students will increase year to year under the management of the present efficient faculty."

THE JOHNS HOPKINS' UNIVERSITY began its work of instruction on the 5th of October, and on the 22d of November

there were reported to be in attendance, graduate students, 24; undergraduates, 24; special students (not candidates for a degree), 11; fellows, 20. A useful and really valuable library, though only of a preliminary kind, has already been opened to the students; and the work of building and furnishing the laboratories is going on with cautious speed. A number of afternoon lectures have been delivered, or are in course of delivery, which combine to a certain extent the attractiveness of popular discourses with the precision of university teaching. On the whole, the people of Maryland may congratulate the trustees on having made an auspicious beginning. It must be understood, however, that the work of the first year is meant to be purely tentative. The university does not commit itself at present to details. The general principles which are to govern its management have been enunciated with remarkable clearness and fullness in the inaugural address of the President; but the precise methods by which these principles are to be reduced to practice, and illustrated by a living and growing organization, must be largely determined by experience. Whatever developments time may produce, and whatever changes of plan maturer judgment may suggest, there can be no doubt of the success of the university so long as it adheres to the rule, *disciplina omnibus, merentibus honos.*

TRAINING OF TEACHERS.

The great want of the schools in Maryland, as it is the great want of schools throughout the United States, and, indeed, throughout the world, is the lack of trained teachers.* The

* Since the above was written I received the Biennial Report of Hon. James H. Smart, Superintendent of Public Instruction in the State of Indiana, from which I take the following, which is as applicable to Maryland as to Indiana: "A prime necessity of our country schools is a constant supply of thoroughly trained teachers. The schools of the State employ 13,317 instructors; about 3,000 of these retire from the business annually. Their places are taken, for the most part, by 3,000 novices wholly unused to the work, a large share of whom learn to teach, if at all, at the expense of the children. But few of them have ever seen a high school, and fewer, yet, have had any professional training . . . . . .

harvest, indeed, is plenteous; but laborers of the right kind are few. That State or Nation will show the largest and best results from its public school system which produces the largest number of thoroughly trained teachers. A few, a very few teachers, are born so; but of the average teacher, as of the average workman in any calling, we must say, reversing the adage, "*fit; non nascitur.*" The agencies heretofore relied on to give this necessary training, and to enable the teacher to "become" that which he was not originally, are the Normal School, the Educational Journal, the Teachers' Institute, and Teachers' Associations. These agencies are all good as far as they go, but they do not go far enough. Even if they were more effective than they are, there are hundreds of new teachers, appointed every year in this State, who have never been brought under the influence of any of them, and who cannot be brought under them, except by some kind of compulsion. The average teaching work that is done in our schools is not the teaching which is explained in the Institute and illustrated in the Normal School, and advocated in the SCHOOL JOURNAL, but the hap-hazard teaching which is the natural result of inexperience, working without definite plan or purpose from a misty recollection of a school life which had better be forgotten.

It is often the case that some of our poorer teachers do more harm to the children than good. Their influence is positively pernicious. If the children were left entirely to the instruction of some of them, they would grow up without right habits of thought, without proper methods of investigation, without self-control, and without proper self-respect. They might possibly learn a few rules of arithmetic and be able to locate a few places on the map of the world, to spell three words out of four, and to write their names so that they could be deciphered by a majority of those who may see them, but this is not education . . . . . The State must provide such an education as will make good homes, good neighbors, good citizens. Surely this great work of training the youth in our schools requires no unskilful hand; and skilled labor is just as necessary in the country school as in the city school, in the primary department as in the high school . . . . . A bungler in the school room may spoil the disposition, distort the imagination, break down the nervous system, undermine the health, and possibly ruin the character of a score of children in a single term. If we need skilled labor any where in the wide world, we need it in our school rooms."

Theory would dictate, and experience would confirm the dictum, that every teacher should be a graduate of a Normal School; but under present circumstances this is impracticable. What then must be done? In the first place, there should be no relaxation of labor with the forces now at our command. They cannot do all that is needed, but they can be made, by the hearty co-operation of all the school authorities, to do more than is now done. But, in the second place, new agencies must be put in operation. I suggest one which has the merit of being inexpensive and practicable.

Every county should have its training school. The best school in the county may be selected for this purpose. The methods of this one school, at least, may be brought up to the level of modern pedagogical science. Every new candidate for a place as teacher in the county, not trained elsewhere, should be required to spend six months as an observer and assistant in this school, and should be examined by the principal, and certified to the County Examiner, before receiving a certificate from the latter. This plan would, in the course of a few years, insure some practical training to every beginner. It would not interfere with any person now teaching under proper authority; it would not prevent teachers with experience gained elsewhere from obtaining employment; but it would abate the annual plague of untrained, untried, unknown beginners.

RETROSPECTIVE AND PERSONAL.

This is the ninth annual report which I have had the honor to make of the "condition of the public schools of Maryland." In the first report, dated January 14th, 1869, I suggested, as an amendment to the school law then existing, the appointment of a central authority in some form, and remarked, "The simplest form is that of a State Superintendent, and if this should be adopted, I would suggest that the office should be entirely separated from that of 'Principal of the State Normal School.' There is work enough for two men, each in his own

sphere; and one man of ordinary abilities cannot perform satisfactorily the duties of one of the offices without neglecting to some extent the duties of the other." In partial accordance with these views the General Assembly entrusted the work of supervision to a Board, entitled, in 1870, "The Board of State School Commissioners," and, in 1872, the "State Board of Education;" but the main part of the labor necessarily devolved still on the Principal of the State Normal School. In the report for 1872 will be found the following passage: "The State Board are able and willing to attend to the advisory, judicial, and clerical duties imposed on them by law; but the work of supervision, investigation and correction, they are unable adequately to perform." In the report for 1873 it is said that "no reasonable man can doubt that the school interests of Maryland have, now at least, assumed such proportions as to demand the entire time of one man [as State Superintendent] aided though he may be by able assistants and counsellors." The report for 1874 urges that "the appointment of a State Superintendent, who should have no other public duties than those belonging to his office, will soon be a necessity, as it would be even now a very great advantage." And in the last report it is recommended, "that the duties of the superintendency should be separated from those belonging to the Normal School, and placed in charge of a special officer." The views which I have entertained and consistently advocated for nine years from considerations of public interest, have of late been strengthened and deepened by an admixture of personal considerations. "*Non sum qualis eram*"; the labor, the care, and the worry which were once borne without visible strain are beginning now in the tenth year to make an impression. I can no longer forget that I am attempting to do two men's work; and the recent loss of three faithful fellow-laborers in the same cause within a very few months, and under circumstances indicating overwork as in some degree the cause, has given emphasis to my conviction, so early and so repeatedly expressed, that the duties

of State Superintendent should be separated from those belonging to the Principal of the State Normal School. I shall therefore request the State Board of Education to rescind the By-Law under which the double duties are performed by me, as soon as it can be done without injury to the public service; and as I shall consider it to be my duty to advocate the creation of the office of *State Superintendent of Education,* it is right to state that I shall not be a candidate for the position, in case the General Assembly should create the office.

I avail myself of this opportunity to say that, during the six years that I have been a member of the State Board and its Executive officer, my relations to the Board and to every member of it have been of the pleasantest possible kind. Not only has there been at all times harmony among the members, but on all important questions a close approach to unanimity. Except in one instance, the Journal of Proceedings contains no record of divided votes; and that not because there were no differences of opinion, but because no question was pressed to a vote while those differences continued. No officer has ever been more cordially supported, nor more kindly encouraged than I have been, and if the results of our labors are not equal to our expectation, the cause must be sought in the inherent difficulty of the problem itself.

M. A. NEWELL,
Principal, &c.

LESSONS OF THE CENTENNIAL.

The State Superintendent of Public Instruction in Pennsylvania, in his Annual Report, just published, gives the following as "Lessons for Pennsylvania." We reproduce them, as Lessons for Maryland. Some of the lessons we have learned, some we are now learning, and others we have not even begun to study; but the lessons are all good, and, one day, we shall have learned them perfectly. God speed the time!

1. That the policy of placing so much power in the hands of local school boards, as is done by our laws, has its weak as well as its strong points. Among intelligent citizens, alive to the interests of education, it is worthy of all praise; but where an ignorant people, or a people wanting in public spirit, elect school boards like themselves, no policy could possibly be worse.

2. That the State should lose no time in adopting some plan of aiding the district school boards in erecting and furnishing school-houses. No more unsightly, uncomfortable, inconvenient, badly-lighted, badly-heated, badly-ventilated, ill-furnished school-houses should be permitted to be erected in the State by anybody, to disfigure the landscape and disgrace the people. With the same money now spent for the purpose, school-houses of the most approved plans can be built.

3. That the status of the teachers should be more clearly defined by law, and proper privileges be accorded to those who prepare themselves for a life-work in the profession.

4. That our Normal school system should be modified and strengthened. It is a folly, laughed at everywhere in the Old World, to expect good teachers to grow up of themselves. They must be prepared. There must be Normal schools, or the whole system will fall to the ground, and the State should aid them with a liberal hand.

5. That the course of study adopted in the elementary schools of Europe should teach us that the course so long used in our common schools needs amendment. It should be made broader and richer. We want less of words and more of things; less of abstract rules and definitions and more of living facts. Wise teachers are satisfied that half and more than half the precious years of childhood are wasted by our little ones in an effort to learn what they are entirely incapable of learning. A reform in this direction cannot come too soon.

6. That as compared with the best systems of supervision in Europe, our system is not close enough and is too dependent upon the popular will. We need a system of supervision that

can keep its eye constantly upon every school-house, every teacher, every class, every pupil, every study; and that will not only permit the officers who administer it to say what they think, but reward them for saying it.

7. That secondary education, involving the grading of schools and the establishment of high schools, academies and seminaries, should be more encouraged. The mere mechanical facility of reading, writing and arithmetic, lifts a people up only to a very low plane of civilization. The State has duties in the matter of education far beyond the establishment of elementary schools. The highest function of a school system is not to teach books, but to form character. The primary school may plant this good seed, but it cannot ripen it. What a republic most needs to give it strength is a body of citizens, intelligent, independent, self-reliant, virtuous, too true to themselves to wrong others, and too true to their country not to use every effort to protect and strengthen it; and qualities like these are in great measure the product of liberal culture.

8. That not only the interests of business, trade, commerce and the mechanic arts, but the more important and more vital interests of society and the State itself, demand that our system of public education be supplemented by a system of industrial and technical schools. Experience in the Old World has shown that the theoretical and the practical in learning can be safely united, and that the workshop can be made an auxiliary to the school in preparing the young for usefulness. We must profit by it.

9. That a beginning should be made at once for the establishment [at Harrisburg or Philadelphia] of a great State Pedagogical Museum, where all school material that is produced at home or abroad worthy of such display may be exhibited.

The breath of flowers is farre sweeter in the aire (where it comes and goes like the warbling of musick) than in the hand.—*Lord Bacon.*

READING.

To me nothing has been more difficult to teach than reading. When, in the January number, I saw an article under the caption, "Good Reading," "how ardent I seized it with hands that were glowing." "But thou, O hope! with eyes so fair," what was the measure of my disappointment? Nothing on which to feed my lambs: a rich and tempting bill of fare, truly, for those who are already strong, but neither milk nor honey for the "little ones," of whom the Saviour said "forbid them not." At the beginning of each term I look at the rows of little beings before me and ask myself how I am to make twenty or thirty of them "pass" into the next grade at the end of about five and a half months. Most of them do not know their right hand from their left, and, what is worse for me, they are perfectly innocent of any desire to know; they are destitute of any intellectual pride upon which I might work; they are almost totally ignorant, and are not in the least ashamed. The little stock of knowledge they have acquired by means of the senses they are utterly incapable of expressing or demonstrating in any way when questioned by a teacher, though, if let alone, they will prate continually to one another. To teach them to make the nine digits and the cipher, and to give them some idea of their signification in so short a time, is not so trifling an achievement as you may imagine; when allowance is made for the number of sessions they lose, through sickness, bad weather, having shoes mended, minding baby while mother goes out, carrying water for mother to wash, or, if in more easy circumstances, spending the day away from home, attending matinees or children's afternoon parties. It is less difficult to interest them in the slate work than in the book; this is what they absolutely *hate.*

I want some one to tell me how to teach reading in five and a half months, all deductions made, in so interesting a way as to make my pupils *love* the book. Reading in our schools is, I think, inferior to what it should be throughout all

the grades, high schools not excepted. The graceful and eloquent delivery of a number of specially studied selections, written in a style favorable to declamation, is no proof of a good general reader, teacher of reading, or lover of research reading; any more than the spirited and brilliant execution of a number of popular musical compositions is proof of a good general musician, teacher, or composer. If this, like other evils, is best remedied by laying the axe to the root, it is well to be carefully instructed before aiming the first important and critical blow. As the root in question is composed of fibres, nerves, and filaments delicate, tender, and acutely sensitive, axe and blow seem to be inappropriate words to use in this connection. The gentle probing by which I have endeavored, not to produce, but to reach some of its powers and develop them, has always been attended with dread, disgust and weariness on the part of the pupils, care and anxiety on that of the teacher, and has brought no satisfactory results to any one. In schools having six, or even five classes, the difficulty about this part of the work is, perhaps, less than in those such as ours, having but four. Were more time given to me, or could I compel a punctual and regular attendance of children, I would feel inclined to discard the book entirely as far as reading was concerned, and invent, compile, or copy a new lesson for each day, which I would print upon the board, and about which I would do all in my power to excite their curiosity, and awaken their interest, before attempting to read. After reading collectively, I would require them to write or print it upon the slates and read it individually. I would command them to tell their parents what they knew about it, on returning home, and to bring a message from them to me next day. I do not presume to *think* that such a plan would prove infallible; but had I an opportunity, nothing better being suggested, I would give it a fair and impartial trial. Of all branches taught I consider reading the most important, for, when I can read understandingly and appreciatively, though I may not become a great mathematician, orator, linguist, musi-

cian or poet, yet if I am fond of reading, and am properly guided in the choice of my reading matter, I can become an individual of such intelligence as to be no disgrace to my country and its institutions.

M. C.

EDITORIAL DEPARTMENT.

"QUESTION.—EDITOR MARYLAND SCHOOL JOURNAL: Will you permit me, through the columns of the JOURNAL, to make an inquiry as to what is the duty of an Examiner in visiting schools? Is he characterized an *examiner* by the law by reason of the fact that he is required to examine the teachers, or because he is required to visit the schools? The law does not say he shall examine the pupils in his visits, but it says he shall 'observe the method of the teacher and give him such practical suggestions as the circumstances may prompt.' The By-Laws, however, do say he shall examine the pupils, and in his note-book he is required to report the number of grades examined. Now, if when he enters a school-room he takes charge of the school, and is all the time engaged in examinations of the pupils, how can he 'observe the method of the teacher?' Or how is he able to discover what 'practical suggestions' are needed by the teacher if he does not see the teacher conduct his exercises? The writer would say that he sometimes 'examines,' sometimes 'observes,' and sometimes does both, but he would be pleased to see the subject discussed by yourself, as he does not remember ever to have seen it discussed in any school journal, or by any body of school officers."

"EXAMINER."

ANSWER.—The title "Examiner" is doubtless due to the fact that the person holding the office is authorized to "examine" teachers and give them a certificate of qualification. But the law of 1868, in which the word first appears, imposes on the Examiner directly the duties of Secretary and Treasurer, and indirectly almost all the duties usually required from a "County Superintendent" of Schools. This last designation would probably have been adopted had it not been for the desire of the Legislature of 1868 to get away as far as possible from the "Van Bokkelen system." It cannot be doubted that the visiting of schools implies the examining of the pupils, when necessary; just as the "visit" of a physician implies his examining the pulse and the various symptoms of a patient. It is impracticable to specify and define in a general law all the details of any office, and especially an office that necessarily leaves so much to the discretion of the incumbent as that of Examiner. Even the

details of one item, the visitation of schools, would be too tedious for insertion in a law or by-law; and, if inserted, might seem to imply a want of confidence in the discretion of the Examiner. Let us enumerate a few specifications, with the understanding that a person can hardly be expected to attend to them all with equal thoroughness at every visit. It would be proper for an Examiner at his official visit to a school—

1. To examine the *surroundings* of the school-house, the grounds, the fences, and especially the outhouses.

2. To examine the building itself, and learn whether any repairs are needed to the roof, the floor, the walls, the windows, shutters and fastenings, the doors and locks.

3. To examine the furniture, and ascertain if the desks and chairs are convenient, if the blackboard is in good condition and adequate in surface, if the maps (globes and other apparatus) are properly cared for.

4. To examine, in Winter, the means of heating and ventilating; to see that the stove is in good repair, and that some efficient means exist of introducing fresh air into the room.

5. To examine the seating arrangements with reference to light, to the intent that pupils may not be required to sit with the light full in their faces, and that the light may, if possible, fall on the desks from the left side only.

6. To examine the Register and see that it is accurately and neatly kept, and that the book itself is in good condition.

7. To examine the time-table, or programme, and see that the teacher has duly proportioned the time among the several subjects and classes.

8. To examine the grading and notice whether any pupils have been placed too high or too low; in this connexion to satisfy himself that the reading-book is not too high, and that pupils are not required to commit to memory what they cannot read fluently.

9. To observe the methods of the teacher and the general order of the school with a view to aid the teacher by advice and practical suggestions;—these suggestions not to be given in the presence of the pupils.

10. To examine the pupils in the several grades, remembering that if any grades are omitted at one visit they should be examined at the next.

Items 1 to 5 inclusive can be attended to before the school is assembled or after it has been dismissed. If the Examiner spends half a day (3 hours) in a school—and it is hardly worth while to spend less—he might give half an hour to the inspection of the register and time-table; one hour to the observation of the ordinary working of the school, and an hour and a half to the examination of the pupils. In this time it would be possible to examine only three grades, and those omitted could be taken up at the next visit.

In estimating the attainments of a class, the Examiner should bear in mind that one or two of the bright pupils will, if permitted, lead the class, and the Examiner, if not on his guard, will be apt to refer unanswered

questions to these *stars*, so that imperceptibly the examination becomes concentrated on them. The regular teacher is even more likely to fall into this error in his desire to show off his class to the best advantage. The opposite, but less common, error is to spend most of the time on the dull scholars, in the hope of bringing out what was never in them. This is a mere waste of time. "Your dull ass will not mend his pace with beating." The true way is to ignore both stars and dunces, giving each set its own share of time, and no more, and to form an opinion from the work done by the remainder of the class. The teacher deserves no credit for the success of a genius, who would probably do as well with any other teacher; nor should the teacher receive any discredit from the failure of a dunce, for he would fail equally with any other teacher. His credit or discredit is due to his management of the "common run," who respond promptly to the demands of an active and intelligent teacher, and are easily depressed by the manipulations of ignorant and indolent teachers whose forte seems to lie in the "artificial production of stupidity."

In spelling and arithmetic, written work, where it is practicable, will be the surest guide. In other subjects oral examination may be more appropriate, and here the Examiner should put such questions as will test the pupil's power of thinking and of expressing thought, rather than his power of remembering. Nothing is more apt to deceive teachers, examiners, pupils, and spectators, than a display of memory power exercised on definitions. If pupils answer readily and accurately in succession such questions as what is a noun, what is a verb, what is gender, what is case, what is mood, what is tense, &c., &c., those who are not in the habit of looking below the surface willingly believe that they know a good deal of English grammar, whereas it is very possible that they know nothing about it. Even on less abstract subjects it is very common to find a correct remembrance of the definition united with a total ignorance of the thing defined. An Examiner should, therefore, be very careful to test the knowledge of things, and the power of thought and expression, rather than the remembrance of rules, definitions, and isolated facts.

Nothing will better repay the time than a careful examination and criticism of the copy-books. It will need all the energy of the Examiner to counteract the tendency to slovenliness in writing which marks so many schools otherwise well conducted. When the copy-books are the property of the county, as they ought always to be, the completed books might be forwarded once a quarter to the County School Commissioners for inspection.

If our correspondent thinks that these suggestions are needlessly minute, he will please consider that while all who know him know that he does not need them, there may be younger and weaker brethren to whom a word in season may be useful.—Ed.

Books, like friends, should be few and well chosen.

The Public School Teachers' Association of Baltimore held its monthly meeting January 13th, at the Baltimore City College, Prof. Wm. J. Elliott in the chair, Charles G. Edwards, secretary. Members of the Board of School Commissioners and other friends of education were present. The body of school teachers of Baltimore, numbering over seven hundred men and women, would comprise a very imposing assemblage if all were present on these occasions. The attendance was larger than heretofore, the teachers and their friends filling the large hall. The Committee on Library reported that the request of the teachers to have the library open every Saturday from 10 A. M. to 5 P. M. had been granted, and also that a large number of new books would shortly be added to the library. The following persons were elected to fill vacancies: Miss A. E. McBee, librarian; Miss Florence Scott, corresponding secretary; Julius G. Miller, treasurer. The following gentlemen composing the Board of School Commissioners were elected honorary members: Messrs. Thompson, Hamel, Henderson, Bernei, Ives, Hancock, Bayly, Tonry, Plaskitt, Morris, Poe, Phelps, Lawton, Weatherby, Ferry, Wright, Roemer, Emmerick, Savin, Milnor.

Hon. John H. B. Latrobe delivered an address on "Reminiscences of Teachers and Literary Characters in Baltimore." He spoke of the changes in the modes of education and the general diffusion of the ordinary branches of school studies under the common school system which he had seen grow up to its present extended development with an elasticity capable of expansion. He named McNally, Barry and Creery among the best known educators of the earlier days of the city, now remembered only by the few living who owed their scholarship to their instruction.

The Delphian was a club which existed nearly half a century ago, its meeting place being a room in Bank lane, where humor and knowledge, fun and study were often blended not unprofitably, for "the bow should sometimes be unbent." Wm. Wirt, the compeer of Wm. Pinkney in the forum, the master of a graceful and melodious eloquence that charmed men and women alike, was a Delphian. The speaker recounted the names of men of literary fame or aspirations, some of whom are yet "familiar in the mouths" of Baltimoreans "as household words," but many of whom are now forgotten, except by their few surviving associates. He knew well Robert Goodloe Harper, one of the purest, noblest, truest public men of that day; David Hoffman, the law writer; the amiable and honorable John P. Kennedy; Edward Pinkney and John Pierpoint, the poets; John Neal, who died not long since at his home in Portland, Maine; Wm. Gwynn, Paul Allen, editor of the Chronicle, a paper then published in Baltimore; Dr. McCullough, Peter H. Cruse and Dr. Watkins, all more or less connected with letters.

In speaking of the neglect of health by Americans in their pursuit of study or other work, Mr. Latrobe said in a visit to Russia he had seen members of the Senate of the empire, thirty-two in number, and who are

the real rulers of that country, engage in amusements for relaxation from labor, such as young collegians in this country would avoid as not dignified enough for them. He saw at a ball in St. Petersburg a lady who had been a maid of honor to Catherine II, and who was, when he saw her, ninety years old. The moment an American enters into business, health and pleasure are for the balance of his life secondary considerations. He described the visit of Lafayette, when his personal escort was fifty gentlemen from the counties on gray horses. He said there was more heart in such affairs in those days than now, when such a thing is made a great sensation, but with little real feeling about it.

Mrs. A. R. McCoy read an essay entitled "The Teachers—who help us, who hinder us, and who pass us by"; and Mr. A. D. Clarke read a paper (written by Mr. P. T. Reeder) on "Our Profession." Prof. Charles F. Percival had charge of the musical exercises, and was assisted by pupils from the eastern section of the city. A vote of thanks was given Mr. Latrobe, and he was elected an honorary member of the Association.

It was announced that President D. C. Gilman, of Johns Hopkins' University, would deliver a lecture at the meeting February 10th, on "The Local Aspects of Johns Hopkins' University," and that Prof. E. F. Grady would have charge of the music.

Some of Pestalozzi's Maxims.—Nothing is so well calculated to secure to the mind an imperturable tranquility, as a timely exercise of judgment, and a constant habit of reflection.

The animal is destined, by the Creator, to follow the instinct of its nature.

Man is destined to follow a higher principle. His animal nature must no longer rule him, as soon as his spiritual nature has commenced to unfold.

The smile of joy, and the tear of sympathy are denied to the animal race. They are given to man, and constitute a language common to all, because felt by all. They are the earliest signs of feeling, which belong exclusively to man.

The first great truth which cannot but strike a mother at the very outset, is this, that it was by kindness, by a manifestation of maternal love, that she produced the first influence of her individual conduct on the mind and the heart of the infant.

Fear, then, we shall dismiss, at once, as inapplicable, at the first, and not least important period of life; even if it were not, as a motive of action, unworthy of a human being.

Awe, in the better sense, which is essential in the formation of religious ideas, ought to be reserved for the period when it will be first excited by a consideration of that Being to whom it may be said to be due, in a pre-eminent degree.

Dress.—Dress as plainly as your parents will allow you; but in bright colors (if they become you), and in the best materials—that is to say, in

those which will wear the longest. When you are really in want of a new dress, buy it (or make it) in the fashion, but never quit an old one merely because it has become unfashionable. And if the fashion be costly, you must not follow it. You may wear broad stripe, or narrow, bright colors, or dark, short petticoats or long (in moderation), as the public wish you; but you must not buy yards of useless stuff to make a knot or a flounce of, nor drag them behind you over the ground, and your walking dress must never touch the ground at all. I have lost much of the faith I once had in the common sense, and even in the personal delicacy, of the present race of average English women, by seeing how they will allow their dresses to sweep the streets, if it is the fashion to be scavengers. Learn dressmaking yourself, with pains and time, and use a part of every day in needle-work, making as pretty dresses as you can for poor people who have not the time or taste to make them nicely for themselves. You are to show them in your own wearing what is most right and graceful, and help them to choose what will be prettiest and most becoming in their own station.—RUSKIN.

A FRIEND IN ENGLAND WRITES.—"We are all eager for the meeting of Parliament, though the knot [the Eastern question] will be untied or cut before then; but the Englishman does delight in speaking his mind, and I fancy St. Stephen's will be rather *hot* for Disraeli, whatever the *weather* may be. The key to his conduct is the fact that *Turkey protects the Jews*, whilst Russia *cruelly persecutes* them, and though Lord Beaconsfield is a Christian by *conviction*, his *sympathies* are with his own race, and he makes a catspaw of "British interests," which are not in the least endangered. One comfort is, Lord Salisbury hates him, and certainly will do and say what he himself thinks right, at Constantinople.

GOVERNOR DREW, of Florida, has taken a noble stand in the advocacy of the public school system. He says:

"The general dissemination of knowledge is a fundamental principle in a representative form of government, based upon universal suffrage. The sentiment that education and other privileges are suited to the few and not to the many, is not of this land of freedom, but is of foreign birth and monarchical parentage. The very existence of our republic depends upon the intelligence and moral sentiment of those who exercise the right of suffrage. The experience of all civilized nations has demonstrated that it is cheaper to build school-houses and maintain schools than to build poor-houses and jails and support paupers and criminals. Those opposed to free schools claim that it is unjust for the tax-payer to furnish means to educate the children of the non-tax-payer. Is it a greater hardship to pay tax to establish schools and prevent crime than to pay a greater tax to build penitentiaries and punish criminals? The public free-school system is no longer an experiment in those States where it has long been established

and its successful operation fully demonstrated. Now that a very large constituent element of our population is released from bondage and intrusted with the power of the ballot, a system of free schools has become a means of self-preservation. To educate the colored race and fit them to exercise the privilege of voting intelligently—to perform all the sacred rights of freemen, to enjoy their liberty, to become wise and good citizens—imposes upon us a task to perform, a responsibility from which we cannot escape. Then let us set about the work cheerfully. Our public school system, though a good one in the main, is not without its faults and imperfections, among which may be named a tendency in its practical working to draw an undue portion of the funds to the towns and more densely populated localities, while the sparsely settled and remote portions of the large counties are deprived of the benefits. A plan is now under consideration which, it is believed, will lessen, if not remove, that defect."

THE *Sanitarian* publishes a paper on "Public Health Reform," in the course of which the writer, J. H. Black, M. D., remarks: "There is scarcely a public building in any of the States, whether it be state-house, court-house, public hall, school-house, church, jail or asylum, that is constructed in accordance with the simplest requirements of hygiene. Considerations of this nature are either totally neglected or left to the management of an interested constructor or to a patentee's device, which may be, and often is, little better than a fraud. The lungs and blood of legislators are mysteriously poisoned in the State-house chambers; a crowded court-room is little better than the Black Hole of Calcutta, causing jurymen and counsellors to be carried out in a faint from the intense air-poisoning, and the innocents in our school-houses are frequently ruined in health for life by a total disregard of the most elementary sanitary principles in the warming and ventilation of school-rooms."

THREE urgent necessities exist among teachers. The first is a *permanency of employment,* the second a recognized *professional literature,* and the third is a *uniform system of professional training.*

A TRAVELER in Egypt some years ago visited a number of Arab schools, in almost all of which he noticed they kept a silk cap. Upon asking why this was done he was told that it was the greatest punishment that could be inflicted upon any of the children to be compelled to wear it.

AN industrious compiler in *Scribner's Monthly* has found that the tuition fees of various colleges differ, as follows: Syracuse, $60; Cornell, $75; Bowdoin, $75; Rochester, $75; Brown, $85; Dartmouth, $80; Williams, $90 to $95; Amherst, $100; Yale, $140; Harvard, $150; Pennsylvania, $150 to $170.

M. Waddington, Minister of Public Instruction, thinks compulsory school attendance will be established shortly throughout France. Seventy-one millions of francs are spent annually for primary instruction, of which a part is paid by the State and the remainder by the communes and the parents of the pupils. This is more than is spent for that purpose by any other nation of Continental Europe. In the proportion of scholars to population Germany surpasses France. The former has 15 per cent. to 13 per cent. in the latter. In France, Belgium and Germany, there are twenty-five separate schools of instruction in connection with textile industries, besides seven belonging to polytechnic institutions. The majority of them are as well equipped with scientific laboratories, and as complete in their organization and arrangements as any schools on the Continent.

American Physique.—Statistics have been recently furnished, in regard to the size and development of Americans, which are of interest. They serve to dissipate a good many unfounded notions that have crept into the general mind, and have obtained wide credence. These statistics were compiled from those taken in examining men for the army. Toward the close of the war, when the average age of soldiers was the highest, there were examined 10,162 men, of whom 6,359 were native born, 589 Canadians, 454 Englishmen, 1,417 Irishmen, and 1,343 Germans. The mean height of the Americans was the greatest, 5 feet 7.29 inches; of the Canadians, 5 feet 7.5 inches; of the Englishmen, 5 feet 6.3 inches; of the Irishmen, 5 feet 6.5 inches; of the Germans, 5 feet 5.9 inches. The difference between the Germans, who were the shortest, and the Americans, who were the tallest, was about 2 inches.

The Legislature of Alabama has voted down a resolution favoring compulsory education.

There are 574 teachers and 34,000 pupils in the San Francisco public schools. English grammar is taught orally in all grades. In the study of arithmetic no book on the subject is allowed in the hands of pupils up to the second grade. The material of political geography has been considerably curtailed, and the history of the United States will be taught hereafter by topics. The revised course provides for biographical sketches of eminent men.

Pennsylvania.—The new Normal School for girls, recently dedicated in Philadelphia, is described as something magnificent. It has twelve rooms on each floor, and accommodates 2,480 pupils. Its total cost was $266,102.29. The entire building is lighted by handsome gas chandeliers, and the furniture, including the tables, secretaries, bookcases, benches, desks, etc., are made of oiled walnut, the latter being elevated on ornamental cast-iron stands.

THERE were in Chili, last year, 1,284 elementary schools, both public and private, with 85,442 pupils; 24 higher schools under the auspices of the State, and good English and German schools in the cities. The University of Santiago has a faculty of thirty-five professors. There are a Military School, a Naval School, and four Normal Schools.

THE *Toronto Globe* says that every male teacher in the Dominion is by law required to pay into the fund for superannuated teachers two dollars every six months, one-half of the total contribution being refunded to him in the event of his quitting his profession. So popular is the teacher's profession in Canada that at each Normal School there are several hundred applications ahead of the capacity of the institution, and six hundred at the most celebrated of the schools.

A POLYTECHNIC institution for native Chinese, supported by private enterprise, has been opened recently in Shanghai.

GREAT BRITAIN.—At a recent meeting in London, it was shown that the average attendance of children in efficient elementary schools has within the past five years grown from 175,000 to 306,000, and that out of this number no fewer than 40,000 have been brought into these schools at the expense of the Boards and by aid of school messengers. The Coroner for Southwark, London, lately held an inquest over the body of Emma Black, four years of age, who had died of fright in being shut up in a dark cupboard at a boarding school.

A LAW was passed by the Spanish Cortes, Dec. 10th, making school attendance or other education obligatory.

AN old man recently died at Baumgarten, Switzerland, who, for thirty years, had avoided the society of his fellow men. He bequeathed 130,000 francs for the scientific instruction of certain young people of his acquaintance, and when these have died, the legacy is to constitute a fund for the teaching and fostering of music in Baumgarten.

ACCORDING to Behm's statistical tables, the population of the world, in 1876, was 1,423,917,000, the average density being 28 people to the square mile. Europe has 309,178,300; Asia, 824,548,500; Africa, 199,921,600; Australasia, 4,748,660; and America, 85,519,850. The increase over 1875 is about 27,000,000, an increase due in a great measure to the results of recent censuses and a more accurate knowledge of regions hitherto imperfectly known. Mexico is given 9,276,079 souls; the Central American States, 2,828,164; and the West Indies, 4,316,178. There are about 215 cities in the world that have, or are estimated to have, 1,000,000 inhabi-

tants or more. Twenty-nine of them are credited with a population of 500,000 or more, and 9 have 1,000,000 inhabitants or more, to wit: London, 3,489,428; Paris, 1,851,792; New York (but including Brooklyn), 1,535,622; Vienna, 1,091,999; Berlin, 1,044,000; and Canton, Seangtan, Shanchowfu, and Singanfu, 1,000,000 each.

Turkey.—The American College at Aintab has its building in rapid progress toward completion. The building, when finished, will accommodate 120 students, besides containing library and lecture-rooms. The site of the College, which was presented by a Mohammedan, contains 34 acres. The Sunday-schools of this country have contributed some $4,000 toward the building.

Mr. Wordsworth Donnisthorpe writes to *Nature* that, in his view, the Palæocrystic Sea at the North Pole, which of late has been so much talked about, is really but a vast floating island of ice some five hundred miles in diameter. It moves hither and thither, according to the direction of primitive winds or currents. This seems a rather wild conjecture, or rather would seem so if there were not so much of theory in all that is said about the far North.

The University of Virginia has been, within the year just past, the recipient of several solid pecuniary benefactions. Last Spring a gentleman of Rochester, N. Y., gave to the University a Museum of Natural History, and a building to contain the same (now in process of erection), the whole to cost $75,000. But this liberal gentleman withholds his name from the public. The general fund of the institution was increased in October, by gifts of $10,000 from Col. Thomas Scott, of Philadelphia, and $60,000 from W. W. Corcoran, the Washington banker.

Prussian Schools.—Education in Prussia is universal and compulsory. If a parent neglects to send his boy or girl, he is fined: and if he continues this neglect, his fine is increased and he is even sometimes put in prison.

Every town and village throughout Prussia is obliged to have schools, supported by taxes levied upon their inhabitants. No matter how poor the parent is, he must send his children to be educated. A small fee of about two cents a week is charged for each scholar; and if the parent cannot pay even this small sum his children are taught free.

In the village schools the pupils are taught to write in German characters, reading, geography, history, and the four rules of arithmetic. In the town or city schools they are taught to write in Roman text (such as we use), and advance in arithmetic to fractions and the rule of three. Attendance on the common schools only is compulsory.

The lowest grade is that of the common village or town schools. Next come what are called "citizen schools," in which further progress is made

in the ordinary branches begun in the common schools. The third grade is that of the "real schools," in which languages, arts, and sciences are taught.

The seminaries are one step higher. These are a kind of normal schools, wherein young men and women are trained to teach in the common schools. Then, in order, come "colleges," industrial schools, schools of architecture, schools of mines, schools of agriculture, veterinary schools, and finally the universities, or, in all eleven grades.

The teachers in public schools are state officials, and they, as well as the schools, are all under the control of the Minister of Public Instruction. The salaries paid to teachers in Prussia are very small. The highest paid in Berlin to masters is only $600 a year, while the sewing teachers (for sewing is taught in the female schools) only receive $45 and $50. It must be borne in mind, however, that the cost of living in Prussia is much less than in this country.

In all there are about 28,000 common schools in Prussia, with over 3,000,000 pupils.

Edward J. Sears, somewhat known in the literary world, died on Thursday, December 7th, of "*angina pectoris.*" He enjoyed the degree of LL.D., and was usually known as Dr. Sears. He came to this country in 1848, and for some years was Professor of Languages in Manhattan College.

Dr. Charles Saffray, a learned Frenchman, who visited the Centennial Exposition, says that "the first reform which the friends of education ought to desire to see realized in the United States is the abandonment of a system which places the appointment of a teacher in the hands of men whose official career lasts only three years, and who are influenced, in spite of themselves, by the very circumstances to which they owe their election. The teacher should be chosen for his merit, proved by diplomas and serious examinations; he should feel sure of preserving his position as long as he remains worthy thereof; his salary should secure him a modest comfort, with the knowledge that after twenty-five years of loyal service he can count upon an old age not exposed to misery. As long as the United States do not assure to teachers impartiality of nomination and promotion, permanence of functions, and security for the future, they will, too often, have only inferior or mediocre teachers; and, in spite of the most flattering programmes, popular instruction will remain, in many districts, quite insufficient."

The British Arctic exploring expedition, which has just returned, reached the highest latitute ever attained—83° 20′, about four hundred miles from the Pole, and experienced the coldest weather—72° below zero.

At this point the sun remained below the horizon one hundred and forty-two days, or nearly five months. A party from the expedition rounded Cape Columbia, the northernmost point of the continent, and traced the shore two hundred and twenty miles from Greenland. They found the ice one hundred and fifty feet thick in places. This expedition made several important discoveries. The northernmost land was in latitude 83° 7′, all beyond that was ice. The northern point of Greenland is 82° 57′. Abundance of coal was found on the north side of Lady Franklin bay, where the Discovery wintered. Rich collections in natural history were made, and valuable scientific observations taken. The highest points heretofore reached were 81° 35′ by Hayes, 82° 16′ by Hall, and 82° 27′ said to have been reached by Mr. Morton and companion, from Doctor Kane's expedition in 1854.

Captain Nares, commander of the Arctic expedition, has sent a telegram to the Admiralty containing the following additional particulars: The Polar Sea is never navigable. The ordinary ice averages eighty feet in thickness. Animal life and the northerly migration of birds end south of Cape Columbia. A memorial tablet was erected to Captain Hall, of the Polaris expedition, at Polaris Bay. Esquimaux traces cease on the west shore in latitude 81° 52′, whence they cross to Greenland. The impracticability of reaching the North Pole was proved. All the neighboring lands were examined. The telegram confirms all details of the expedition transmitted to the United States.

BOOK NOTICES.

Hudson's *Text-Book of Prose* (Ginn Brothers, Boston) is a reaction and a protest against the fragmentary character of the selections given in our ordinary Reading Books. It is not intended to teach the fine art of elocution, but to make young people familiar with the best of thoughts expressed in the best of language. The editor has selected three names, and only three—Burke, Webster and Bacon—giving half the book to the first, and three-fourths of the remainder to the second. He could hardly have made a better choice; and yet we think that without degenerating into scrappiness, he might have, with advantage, enlarged his list. A person who wants to read more than fifty pages of one author will prefer to take the original rather than a book of extracts. Now, giving about fifty pages to each, we might have had the twelve best writers of English prose fitly represented. But, if we are to choose between the Text-Book of Prose and a "High School Reader," by all means give us the "Text-Book.

The New England School Journal comes to us with a new heading that looks as solid and prosperous as the *Journal*, but has no other merit that can be seen.

It would be hard to say what class of students can be much benefited by books like the *Manual of Literature*, by Thomas Arnold (Ginn Brothers, Boston). Those who know something of English Literature do not need it; those who know nothing cannot profit by it. It would serve a far better purpose if such books were thrown into the form of a Dictionary, and used for reference merely, and not for continuous reading.

A much better arranged and far more readable book of the same kind is *The Students' Hand-Book of British and American Literature*, by the Rev. O. L. Jenkins (John Murphy & Co., Baltimore), though it is so strongly tinged by the religious feelings of the author that its merits will scarcely be appreciated by those who do not sympathize with his religious views.

We received some months ago from the same publishers, John Murphy & Co., Baltimore, several volumes which were accidentally mislaid, and, consequently, were not acknowledged: "The Theory of the Beautiful," by Dr. Samuel Tyler; "The Lords Baltimore," by Dr. John G. Morris; "Papers Relating to the Early History of Maryland," by the late lamented Sebastian F. Streeter; Father White's "Relatio Itineris in Marylandiam," edited by Rev. E. A. Dalrymple, S. T. D.; and the "Journal of a Young Lady of Virginia, 1782."

An excellent illustration of the new method of teaching rudimentary arithmetic may be found in the *First Book in Arithmetic* of Robinson's Shorter Course (Ivison, Blakeman & Co., New York). Grube's method is here naturalized, as it were, and reduced to such system and proportions as will make it easy of introduction into our graded schools. The general plan of the book is all that can be desired; and we approve of many of the details, such as the early introduction of algebraic signs into arithmetical processes; but there are blemishes which we hope will be removed in the next edition. We are told that the sign of division ÷ "is used in place of the words *contained in*; thus, instead of writing 4 is contained in 12, write 12 ÷ 4." Here, evidently, the sign means *contains*, not "is contained in." It is sad to see the fallacy of pretended ratiocination introduced into a book otherwise so good. It is a sin to teach children to place the illative particle *hence* between two propositions which are not logically connected. Indeed the pretence of formal reasoning where there is no corresponding reality cannot be too strongly reprobated. Here is a question: "George had 17 marbles, and gave 5 to one boy and 4 to another, how many marbles had he left"? The answer ought to be simply: "He gave away 9 out of 17, and had 8 left." The answer, as the unfortunate tyro is expected to give it, is: "He had left the *difference* between the *sum* of 5 marbles and 4 marbles, or 9 marbles, and 17 marbles, which *are* [sic] 8 marbles. *Hence* (?) he had 8 marbles left. It is hard to tell which is the worse, the grammar or the logic. "The difference . . . which *are*"! O, Lindley Murray! "He had left . . . 8 marbles. *Hence* he had 8 marbles left." O, Aristotle! The writer has a strange preference for the

plural number. "How many eggs *are* one-twelfth of 60 eggs?" We would respectfully suggest that *one*-twelfth of 60 eggs *is* 5 eggs. "Six in 3, 0 times and three remainder." We say *two times*, but *one time*, and as 0 is less than 1, should we not say *no time?* "In 1 are 2 halves; and one-half added *make* [sic] 3 halves. One-half make? Is the author a pluralist?

We have received the initial number of the *Educational Weekly*, Chicago, a consolidation of *The School Bulletin and Northwestern Journal of Education; Home and School; The Illinois Schoolmaster; The Michigan Teacher; The School; The Nebraska Teacher;* and *The School Reporter;* representing Wisconsin, Kentucky, Illinois, Michigan, Nebraska, and Indiana.

ZUCCATO'S PATENT PAPYROGRAPH.

400 Autograph Copies of any Writing, Illustration, Design, Notice, Map, Table, Examination Paper, &c.,

Can be produced by the Papyrograph in an hour with an ordinary copying press.

Men in all kinds of business, and in schools of every grade, will find it invaluable, and that there is no limit to its practical use.

Send for Circulars and Catalogue of prices. Address,

PAPYROGRAPH CO.,

43 and 45 Shelueted Street,

NORWICH, CONN.

A GOOD OFFER!

Any teacher who takes an interest in Music, may procure an

UNABRIDGED DICTIONARY,

Without costing him a cent, by writing to

J. O. WEAVER,

Manufacturer of the YORK COTTAGE ORGAN,

304 West Market Street, York, Pa.

THE BOOK FOR THE TIMES.

ANDREW'S
Manual of the Constitution.

MANUAL OF THE CONSTITUTION OF THE UNITED STATES,
Designed for the Instruction of American Youth, in the Duties, Obligations, and Rights of Citizenship.
By ISRAEL WARD ANDREWS, D. D.,
President Marietta College.
408 *pp.*

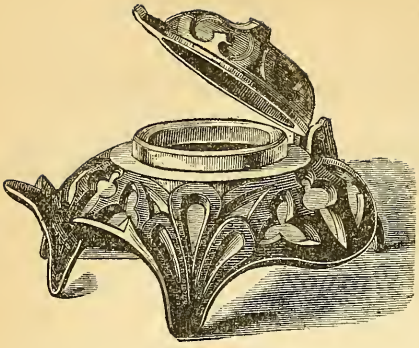
SCHOOL EDITION.—12mo. cloth. **$1.50.** Supplies for first introduction, and sample copies by mail post-paid for examination with a view to introduction, **$1.13.**
LIBRARY EDITION.—8vo. full sheep. **$2.00.**

"THE NATION'S" REVIEW
—OF—
ANDREW'S MANUAL OF THE CONSTITUTION.

"President Andrews states in his preface that this work grew out of the researches which he found himself compelled to make in order to prepare himself for the duties of the class room; but that 'a conviction that a knowledge of our government can not be too widely diffused, and that large numbers would welcome a good work on this subject, has led to the attempt to make the volume a manual adapted for consultation and reference by the citizen at large.' There is a third function of this Manual which also deserves to be pointed out, and that is the instruction of foreigners as well as of native citizens in regard to the nature and historic development of our institutions. In each aspect of its usefulness, the work can not fail to meet with approval, *and as a text-book it is by all odds the best of its kind. We hope that every effort will be made to introduce it into our schools and colleges.*

"The Constitution is too apt to be regarded (if not taught) as a definite and self-interpreting instrument, and arguments as to what is and what is not constitutional are usually conducted as if the gravest questions could be settled by any one who had a good memory of the text, or who had access to an index or concordance to our national charter. Ideas like these are effectually dispelled by Andrew's Manual, which records in detail the organization and growth of each department of the Government, and shows the Constitution to be something more than the skeleton framework of '87 plus a certain number of amendments. * * *" —*The Nation.*

WILSON, HINKLE & CO.,
Publishers Eclectic Educational Series.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

JAS. M. GARNETT, LL.D., Principal.

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF
GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

Construction, Diction and Decorum of Correspondence.

HOW TO WRITE LETTERS.

A Text-Book for Schools, and a Reference Book for Private Use.

Showing the correct Structure, Composition, Punctuation, Formalities and Uses of the various kinds of LETTERS, NOTES and CARDS, including rules on Orthography, Capitals and Punctuation, and the uses, abuses and forms of Clerical, Civil, Political, Military, Naval, Social, &c., Titles and Addresses. By J. WILLIS WESTLAKE, A. M., Prof. English Literature, Penna. State Normal School—264 pages, cloth, $1.00; fine gilt, $1.50. Sent post-paid on receipt of price. Special rates for schools in quantities.

ANOTHER EDUCATIONAL ADVANCE.

LLOYD'S
LITERATURE FOR LITTLE FOLKS.

Boards, 50 Cents. Cloth, 75 Cents.

FIRST STEPS IN THINGS, THOUGHTS, WORDS, SENTENCES AND CHILD-LITERATURE.

—BEING—

Select Gems from Standard Authors, and Easy Lessons in Composition.

By ELIZABETH LLOYD, M. S.

ALWAYS KEPT AHEAD!

BROOKS' UNRIVALLED SERIES

—OF—

ARITHMETIC, ALGEBRA AND GEOMETRY.

The Best for Schools and the most Practical for Business.

Primary, 25. Elementary, 50. New Mental, 38. Written, 95. Algebra, $1.25. Geometry, 81. Geometry and Trigonometry, $1.25

NORMAL HIGHER ARITHMETIC (just out), $1.38.

BROOKS' NORMAL MATHEMATICAL SERIES has stood the practical test of CLASS USE triumphantly in hundreds of cities and towns, and thousands of country schools.

From Prof. JOSEPH W. WILSON, A. M., *Prof. Practical Mathematics, Philadelphia High School, Pa*:—"I consider Prof. Brooks' Series the best published."

From Prof. J. BALDWIN, A. M., *President Kirksville Normal School, Mo.*:—"BROOKS' NORMAL MATHEMATICS are, deservedly, recognized as among the best."

From Prof. J. T. GREGG, *Sup't. Salem City, Oregon*:—"Decidedly and unquestionably *the best I ever saw*.—Must be studied to be appreciated."

Raub's Normal Spellers 25, 38
Pelton's Outline Maps - $25
Fewsmith's Grammars - - - 45, 65,
Peterson's Familiar Sciences 80, $1.60.

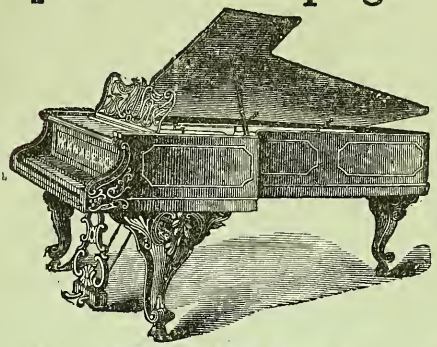
☞ Full Catalogues of SOWER, POTTS & CO'S PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

THE ONLY ONE AWARDED CENTENNIAL MEDAL.

DR. JOHNSON'S
$30
HEALTH-LIFT
FOR HOME USE.

IS THE CHEAPEST, BEST AND MOST POPULAR.

Embodies all the merits of other Lifters, besides having advantages peculiar to itself, being the

Lightest, Simplest, most Compact, Ornamental and Convenient.

Highly commended by thousands of Physicians, all Classes of Professional Gentlemen, and Brain-Workers generally, and by all kinds of Sedentary People, and Chronic Invalids of every sort.

Send stamp for Illustrated Circular.

AGENTS WANTED.

J. W. SCHERMERHORN,

14 Bond Street, New York,

Publishers, Booksellers and Manufacturers of School Material.

To be seen at store of J. W. Bond & Co., and also with M. A. Newell, Principal State Normal School, of Baltimore.

ECLECTIC GEOGRAPHIES

By A. Von STEINWEHR,

COMPLETE SERIES IN THREE BOOKS:

Eclectic Primary Geography, No. 1;
Eclectic Intermediate Geography, No. 2;
Eclectic School Geography, No. 3.

PRICES.—I, Retail; II, Introduction Price; for first introduction into schools where not already in use; III, Exchange Price; for first introduction into schools, in exchange for the corresponding old books of other series in use in the schools.

	I.	II.	III.
ECLECTIC PRIMARY GEOGRAPHY, -	$0.80	$0.60	$0.40
ECLECTIC INTERMEDIATE GEOGRAPHY	1.50	1.13	.75
ECLECTIC SCHOOL GEOGRAPHY, - - -	1.80	1.35	.90

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, at Introduction price (2d column).

Superior in the following important particulars:

1. **Compactness.** Only three books in the series. The School Geography, No. 3, includes a treatise on *Physical Geography*, sufficiently complete and extensive for Common and High Schools, obviating the necessity of a separate text-book on that subject in schools where the Eclectic Geographies are used.

All superfluous matter and statements of facts foreign to the subject have been carefully omitted.

II. **Uniformity of Plan.** There is a uniformity of plan in arrangement and presentation of the subject which greatly facilitates the progress of the pupil.

III. **Gradation.** The series, and each book of the series, is graded easily, naturally, and in a manner to best adapt them to the use of schools.

IV. **Map-Drawing.** The system of Map-Drawing taught is most simple and practical, and is embodied in the books and not in a separate treatise.

V. **The Map Questions** are on the pages facing the Maps.

VI. **The Pictorial Illustrations** were designed and engraved by the best artists, expressly for these books. They are all new and instructive, and they vividly illustrate the text.

VII. **The Statistical Tables** are compiled with the utmost care and accuracy, from the latest reliable sources.

VIII. **The Maps** show distinctly the Physical features, as well as the Political boundaries of the country, and are the most beautiful, the most clearly engraved, and the most accurate of any American Maps. They are the result of long-extended, careful labor, subjected to critical revision, and are generally conceded to be *the best.*

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

Vol. III. March, 1877. No. 7.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE
The Country School. No. III.	671
Keeping In	676
Adorn the School Rooms	677
A Boarding School in 1570	679
The History of Education in Japan	681
My Theory of Education	685
Culture and Facts	692
Two Lives or One	699
Prof. Payne on Elementary Education	700
Using Big Words	705
Salaries	706

	PAGE
Editorial Department:	
Hopkins Hall	706
The Public School Teachers' Association	707
A Return for 1873	709
Common Sense Ventilation	710
School Population of U. S	711
Report of J. D. Philbrick	711
Our School Matters Judged by a Foreigner	712
Miscellaneous	713

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:
PRINTED BY KELLY, PIET & CO.,
No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.
The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.

Creery's Grammar School Spelling Book.....60 Cents,

Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.

Newell & Creery's Second Reader.....50 Cents.

Newell & Creery's Third Reader.....75 Cents.

Newell & Creery's Fourth Reader.....90 Cents.

Newell & Creery's Fifth Reader..... $1.25.

Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History, with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.
Each.....20 Cents.

Kerney's Catechism U. S. History.....25 Cents.

Kerney's Catechism Sacred History.....25 Cents.

Wilson's History of American Revolution..... $1.50

History of France..... $1.75.

Manual of Catholic Church History..... $1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.

Historia Sacræ.....50 Cents.

Phaedrus.....50 Cents.

Ovid, Part 1.....50 Cents. **Part 2**.....75 Cents.

DeGournay's First Steps in French.....60 Cents.

Fables de la Fontaine.....75 Cents.

Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.

Lounge, Moral Philosophy..... $1.50.

The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.

Weekly Report Books for Schools, per dozen ..... $1.25.

Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.
Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,

174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. MARCH, 1877. No. 7.

THE COUNTRY SCHOOL.

III.

In the January number we discussed briefly the organization of a school by classes; we come now to consider the mode of organizing by grades. It will be remembered that we are not speaking of a city or village school with a hierarchy of teachers, but of the ordinary school of the "rural district," with its thirty or forty pupils and one overworked and underpaid teacher; and it is of this school that we say emphatically the organization by grades is better than that of classes. The testimony of those who have fairly tried the experiment is almost, if not altogether, unanimous on this point. Unfortunately, it is difficult for inexperienced teachers to make the experiment without help, and those who have seen no mode of organizing a school except by classes, are very apt to take for granted that no other method is practicable. There is very little originality among the brothers and sisters of the school-teaching guild. We are, most of us, content to follow in the footsteps of our fathers rather than encounter the labor of cutting out a new road for ourselves. The principle of the graded system (we use the word *graded* for want of a better, though it is apt to mislead one by suggesting an analogy to the graded schools of cities) may be briefly stated thus: the

school is divided into a certain number of sections, and all the pupils of each section pursue all the studies and occupations prescribed for that section at the same time and the same rate. If we call these sections A, B, C, D, E and F (A being the lowest), all the pupils belonging to section A have precisely the same employment during school hours, and so with the pupils of the other sections. And no pupil of section A recites any lesson with the pupils of B or C. It may happen that the teacher may join two or more sections together for the study of some particular branches, but no individual pupil can belong partly to one section and partly to another. The carrying out of such an arrangement implies, first, that the work to be done by each section or grade be definitely fixed and strictly adhered to; secondly, that no pupil shall be promoted from one grade to another till he has mastered the whole work of the lower grade. If the work includes, for example, a certain amount of arithmetic and a certain amount of grammar, and a pupil has completed one and not the other, he cannot leave his grade, and the grade cannot be split; that is to say, he cannot study arithmetic with one grade and grammar with another. It might be added, in the third place, that a pupil who has once honestly and fairly attained a grade should never be removed to a lower grade. Many plausible and some real objections may be urged against this method of managing a country school. As has been explained previously, every method is open to objections. The problem of the country school does not admit of an exact but only of an approximate solution. It is simply impossible for one man or woman to teach forty children of varying ages, abilities and attainments so as to satisfy all the reasonable demands of every pupil. The teacher's work is a perpetual struggle and a perpetual compromise. He never accomplishes all that he desires, but only all that, under the circumstances, he is able to do. So if objections are made against any particular system of school management, it behooves us to inquire whether the same objection does not lie equally against any other system

It has been very truly said that the irregular attendance of pupils at most of our country schools makes it impossible to keep up the grades. But is there any system which will enable us to teach those who are not present? The graded system fails to do this; that is acknowledged; but would the class system or the individual system do any better? On the contrary, does not the pupil's knowledge that he must keep up with his grade, and that he cannot be promoted till he has accomplished the prescribed work, does not this knowledge furnish a strong inducement to regular attendance? Is not a large proportion of the preventible absence from school caused by the supposition that a pupil does not lose very much by being absent for a day or two, and by the fact that when a class is promoted every pupil shares in the promotion whether he has been regular or irregular in his attendance? We shall not be able to secure good attendance in our country schools till pupils and parents have learned that every day's absence involves a definite and measurable amount of loss. It is the good natured but foolish effort of teachers to prevent pupils from feeling this loss or suffering by it that is largely responsible for the bad attendance of which teachers complain so much. Here as elsewhere exemption from the natural consequences of wrong doing only leads to a repetition of the offence.

Another objection against this so-called graded system is that it is not right to keep a pupil back in one study because he has not made good progress in another study; that, to resume a former illustration, a pupil who has completed the work of his grade in arithmetic should not be prevented from advancing in that study because he has failed in English grammar. This objection derives additional force from the well known fact that in college many students show great capabilities in certain directions, united to obvious disabilities or at least disinclinations in other directions. It is said that Edward Everett never could understand Euclid; that his only refuge was to commit the demonstrations to memory and recite

them word for word; and that his tutor finally excused him from the study of Geometry. Without pressing our own opinion that such cases when real are exceptional, and that many of the supposed cases are imaginary and not a few either produced or encouraged by bad teaching, it is sufficient to say that the whole system of common school education depends on the assumption that all children (not absolutely "feeble-minded," and including some who belong to that class) are capable of learning all that is taught in the common schools,—the elements of language and number, the arts of reading and writing, and the rudiments of history and geography. It is not to be assumed that all learn equally for equal expenditures of time or labor; nor that the inclinations and capabilities of all pupils are the same for all subjects. On the contrary, some learn whatever they undertake with great ease and in a short time; others, with great difficulty and very slowly; some pupils find language studies easy and arithmetic difficult, while the experience of others is the reverse. But we must assume that with an adequate outlay of time and labor—an outlay which varies with the variation of abilities and inclinations—all children can be taught all the branches of a common school education. It is hardly necessary to add that all cannot attain the same degree of excellence in every branch. There will, necessarily, be a variable scale of proficiency; and among pupils of the same grade, one may be distinguished for good penmanship, another for correct spelling, and a third for expressive and graceful reading; but still the theory is that every child can, by appropriate means, be made to know a reasonable amount of every branch that the common school professes to teach. And the question for the teacher to decide is whether the progress shall be, as nearly as possible, uniform in the several branches of study, or whether the pupil should be encouraged to form special tastes and habits at the very beginning of his education, and to devote most of his attention to the study that he likes, and little, if any, to the study he does not like. Assuming that all the "common school

branches" (the expression is awkward but convenient) are essential, and are within the power of every child, should the learner be permitted to select some studies as his favorites, to be specially cultivated, and others as his aversion to be specially neglected? Does not common sense tell us that the time for the cultivation of special tastes comes *after* the preliminary work of the common school has been accomplished; and that one object of elementary education is to cultivate equally and uniformly all the powers of the mind, so that in after years the pupil may be free to direct his attention to those subjects for which nature, habit or social advantages may have given him special facilities? Granting that every pupil feels that it requires more effort to make progress in one direction than in another, should not the routine of the school compel him to make the effort? May not the learner be safely left very much to himself in those studies for which he has a liking, while the power and influence of the teacher are exerted to stimulate him to those studies for which he has not a liking? In truth, this "liking" and "disliking" in the case of children at school is mostly artificial, and indicates rather the ability of the teacher than the natural bent of the scholar. Children like to learn any subjects and all subjects that are properly taught. The beginnings of all kinds of knowledge are apt to be dry and fatiguing; but the teacher who can compel attention to the first lessons, until the light begins to break and the shadowy images to take clear and definite shapes, will have no reason to complain that his pupils have "no taste" for the subject. Our intellectual tastes, like our physiological, are largely artificial. We first dislike, then endure, then form a liking, which may vary in strength from the zero of indifference to the boiling point of passion. But without knowledge there can be no taste; and experience has proved that subjects which to the uninitiated are not merely uninteresting but repulsive, become to the very same students, when they are properly taught, exceedingly attractive. Assuming then that common school instruction should aim at developing equally and uni-

formly all the intellectual powers, as far as that can be accomplished by means of the subjects required by law to be taught in common schools, we shall proceed next month to consider more definitely the organization of a country school by grades.

"KEEPING IN."

This is literally a *crying* evil. It is a custom handed down to us from the past, and sanctioned by age; but teachers are perceiving its enormity, and are fast discarding the practice. It is both unnecessary and injurious. Scholars may be profitably directed to remain after school for the purpose of receiving suggestions, counsel, etc., from the teacher, but not to study, and *at recess, never!* The object of an intermission is to preserve the health of the pupil. Nature demands this, and it is her right. No teacher should rob a child of legitimate exercise. It is a physical wrong. Moreover, in play the superabundant flow of the animal spirits is worked off, and that force is employed in throwing a ball, or running a race, which would otherwise find vent in mischief or restlessness. The whole fifteen minutes usually given is demanded, and the thoughtful teacher, instead of depriving a pupil of any of those precious moments, should urge every one to use them in the best manner possible. It is well to explain this object especially to the few studious girls who are inclined to keep their desks at that time, and to convince them of their duty to preserve their health, and that play hours should be as sacredly devoted to recuperation as study hours to work. Even when the weather is unfavorable for out-door sports, the necessary relaxation can be secured by throwing open the windows far enough to obtain fresh air (taking pains that no one shall receive the direct draught), then putting the school through the light gymnastics.

Keeping a pupil after school to learn a lesson is wrong in principle. It begets a dislike for the teacher, the school-room, the study, and all connected with it. What should be a delight

is made a punishment. Moreover, it punishes the teacher as much as it does the pupil. It wearies him unnecessarily, and, depriving him of time for rest and study, unfits him for work, and so robs the school of its right—his best services. The difficulty with the pupil is generally an inability to concentrate the mind upon the lesson. If that cannot be secured during the fresh, vigorous hours of the day, under the inspiration of the class, and the example of companions, the teacher may well despair of success under less favorable conditions.

I cannot sum up the matter better than in the words of Superintendent Harris: "The cure prescribed (*i. e.*, retention after school) only aggravates the disease. Prepare the lesson so that the pupil can carry it by storm, and never allow him to make a dissipated, scattered attack upon it."—*J. Dorman Steele, in National Teachers' Monthly.*

ADORN THE SCHOOL ROOMS.

A country schoolhouse, guiltless of architectural elegance, of upholsterer's craft—but just here, my dear sister teacher, lies your field. Let us see what can be done. If the board *will not* gratify the desire of your heart for window furnishings, you can take even newspapers and construct for yourself. Let me tell you how, for I have tried it. Select the largest you can obtain, make the curtain double by pasting the margins of paper together, ask Georgie and Willie to bring you some nice round sticks (they will love to whittle them out), paste these in, folding the paper over them at the top and bottom, and tack them to the window casement at the top. If you can, get a ball of scarlet cord to tie them up, or if you are too far from town to procure anything, use twine. Now if there are—of course there are—some torn, old maps, stuffed into some dark, unknown corners, bring them out, dust them off, paste some strong cloth on the backs, thus drawing together the torn places, and hang them up. Old, are they? Well, the outlines of the conti-

nents do not change, and the "vast and deep blue ocean" rolls on the same during our day and generation, at least, mountain ranges and river courses do not vary with feminine fashions, and these are your grand foundation for geographical teaching. Now appeal to your little helpers and sweet sustainers in all your efforts, to your enthusiastic pupils (for they will be enthusiastic if you are).

"Now, children, who can bring a picture to hang here?"

See the hands go up. The childish requests will not be heeded in all homes, but several will come, and generally if Mrs. A. sends you something pretty for school, Mrs. B. will soon add her contribution. Now let us have some old boxes for pasteboard, and cut out large letters for mottoes—cover these with *arbor vitae*—you can sew it on in the odd moments of a week, at most, and tack up your pretty mottoes. Let us add, too, some evergreen wreaths or crosses, or both. On that old desk we will have fresh, clean paper covering, and the large clam-shells the little hands will bring you will hold dainty, little shells, and "funny stones" the eager little fingers will pick up. Let Sammy bring some pieces of wood moss, and Hattie and Carrie arrange the little shells and stones in them. If it is summer, what pretty bouquets the dear little hands will each day bring for the "teacher's desk." And now, with a nice clean floor, and well dusted steats, your room is marvelously fresh and fair, and winsome, and let me whisper a word, sister teacher, and don't suspect me of irreverence either, when I tell you that country school directors, like Providence, are much more apt to "help those who help themselves." Do all that is in your *own* power—and if you teach aright the springs of your pupils' hearts you can control the community—do all *you* can, and then ask for the new things required, and see if you do not get them.—*American Journal of Education.*

A life of ease is not for any man or any god.
Duty lives when joy is dead.
Our own deeds are our fates.

A BOARDING SCHOOL IN 1570.

I invite you, boys and girls, to cross the wide Atlantic, and find amusement in visiting a boarding school, or academy, of the olden time.

In the days of good Queen Bess, schools were few and far between, as angels' visits are said to be, but in the town of Norwich, England, there existed a celebrated "training school" for the youth of both sexes.

An old abbey furnished the requisite room, for high-born maidens slept in the cells where nuns had once repeated their *Ave Marias*, and were gathered by day in a school-room which had formerly been used as a refectory or dining-hall. Separated from this building by a crumbling stone wall of great height, was the ancient monastery, which was now transformed into an academy for the boys of Albion. Both buildings were well-nigh covered with beautiful clambering ivy.

The children of that day, in dress and appearance, were exact miniature copies of grown up people.

Queen Elizabeth numbered three thousand robes in her wardrobe, and the daughters of noblemen carried with them to school from thirty to three hundred dresses, according to the wealth and station of their parents.

Young misses of six and ten years wore trains on important occasions, and, at all times appeared in long, pointed waists, with deep ruffles around the neck. Silk robes were embroidered with serpents and birds, and ostriches, in bright colors. Handkerchiefs were trimmed with gold lace and sometimes ornamented with a dozen solid gold or silver buttons, which must have been particularly nice for young noses. Sleeves were worn separate from the dresses, and often of different material. Ladies' and children's boots were made with heels two inches high, which were called pantodes, and boots and slippers were frequently trimmed with artificial flowers.

Young lads also wore sleeves of gay colors. Wigs had not, in 1570, become fashionable *for children*, but their hair was

often dyed. Garters were worn conspicuously by men and boys, and were a test of rank and fashion. It is on record that these articles, for state occasions, some times cost "four score pound a pair," equal to some three hundred and fifty dollars of our money.

The tops of boots were of embroidered linen, and shirts were often embroidered in gold thread. In such apparel as this the school boys of that day played leap-frog and hunt the slipper, and other ancient games.

The beds were the only furniture known, and were frequently of such size as to accommodate from twelve to twenty persons. Thus a teacher could sleep with all his pupils around him. How would you like that, boys? One specimen of these bedsteads, the great bed of Ware—of which Shakspeare makes mention—is still preserved in England as a curiosity, and was, at one time, the property of the late Charles Dickens.

Hashes and stews formed the principal food set before the school children whose mode of life we are depicting, and, as forks were not brought from Italy till 1580, and did not come into general use for fifty years, they ate their stews and hashes with the aid of pewter spoons and—their fingers.

Table linen was unknown, but on feast days narrow strips of Turkey carpeting extended the length of the dining-table, this being the only purpose for which carpeting was used when brought to England. Rushes were scattered upon the floor, and the remnant of each meal was thrown down to the dogs upon these rushes, which were renewed, as history tells us, *three or four times a year.*

And now, perhaps, you will inquire what were the studies pursued by the pupils of Norwich Academy in the year 1570?

Education was esteemed of much less importance than dress and amusements, and, therefore, we mention this topic last of all in our account of the "good old times."

The boys were taught "Latin, Greek and figures," but we are told that the young ladies could scarcely read. Embroidery and working tapestry were the principal occupations of the

fair sex, and the school girls were taught "to prepare physic and make pastry; to dry herbs and bind up wounds; to make banners and scarfs, and to be obedient to their fathers, brothers, and lords."

Early marriages were frequent, and many of these Norwich school girls were wedded wives, were taken home to keep the keys and cut the bread, and rule a retinue of servants—duties which would be required of them in the castle of their husbands.

Knitting became customary, and on the occasion of the visit of Queen Elizabeth to Norwich, in 1570, eight young girls walked in the procession that welcomed her, knitting yarn hose, which were then a great curiosity.

Having thus ransacked the annals of the past to bring before you this picture of the olden times, we humbly submit to your consideration, young readers, the question whether our Canadian boys and girls are not more highly favored, more sensibly dressed, and better educated in every respect in our schools today than were the children of English nobles, with all their wealth, power and prestige three hundred years ago?—*Quebec Journal of Education.*

THE HISTORY OF EDUCATION IN JAPAN.

Education has been an object of governmental care and expenditure in Japan for at least 1600 years. It was long conducted with sole reference to qualifying men for public affairs, and was confined to those privileged classes from which officers were selected. As early as A. D. 300 the Emperor imported scholars from China and Corea, who permanently established the Chinese language and learning as the type of scholarship. Before this time no alphabetical writing existed in Japan, and the present Japanese alphabet of forty-eight characters, called the *i-ro-ha*, which is used in the simpler styles of writing, is conceded to have been

derived by a series of modifications from certain of the Chinese characters. Soon after the introduction of the Chinese learning, young men were sent to China to be educated, as lately they have been sent to America, that in time they might become educators of the people at home. In the early part of the sixth century, the selection of officers was made to depend on learning, as well as integrity and ability. About this time a sort of university was established at the capital, and gave a great impetus to education throughout the empire. The *Shoguns* (miscalled *Tycoons*) were always earnest propagators of education. The children of the common people were not admitted into the government schools, but so vigorously was the educational spirit propagated that it took hold of all classes, until by some means the vast majority of the people learned to read and write the simpler forms of the language, and to cast up their accounts on the abacus. Female education was also promoted to an extent far beyond what has been usually allowed in Asiatic nations, and occasionally famous scholars appeared among the women.

The Japanese have from the first been the most liberal-minded of the Asiatic peoples. This is shown by their direct importation of Chinese education. It was equally shown by their free commercial spirit. When the Portuguese, Dutch and English first sought their shores, about the beginning of the sixteenth century, they were received cordially, and trading relations were readily established. The Dutch, who dealt longest and most intimately with the Japanese, introduced modern ideas of education and permanently modified the Japanese system; though the Chinese language and literature still constituted the curriculum along which the young Mongols had to work their sad and wearisome way.

The first task of the school-boy in the old (or as they may be called the Ante-Perry) schools, was to make monstrous Japanese letters with a paint brush which was as large as his thumb. To make any one of these letters was a complicated work of art, and required close supervision by the teacher over

the squatting pupil. Each letter may be compared to a dilapidated panel of post and rail fence which has been repaired by rails and pieces of rails set in vertically and at all angles. And Dr. David Murray, the Foreign Superintendent of Education in Japan, makes the following statement which appeals to the sympathies of the Christian world: "At the lowest estimate a school-boy was required to learn 1000 different characters. In the government elementary schools at the present time about 3,000 characters are taught. A man laying any claim to scholarship knows 8 or 10,000 characters; and those who pass for men of great learning are expected to be acquainted with many tens of thousands. These characters have each their distinct meaning, so that the learner has not merely to learn the mechanical art of making it, but also its meaning and its proper place and use in a sentence. Many years of the boy's life are spent in this task of learning to write, and to use the numerous letters of his alphabet."

Books on manners and etiquette and on morals have long been taught in the Japanese schools, and whilst the morals of this people would not satisfy us, their courtesy of manner and gentleness of spirit are remarkable: their superiority in this respect to the Chinese was a subject of general remark at the Centennial, whilst the latter evidently had more brain, and more size and muscle.

The present era in Japanese history began with the opening of the country by the American fleet in 1853; but Commodore Perry found the Dutch language extant in the country, and numerous men who were well informed in regard to current events in other parts of the world. But the life of the country remained unaffected by foreign influences until the contentions succeeding the opening of the ports scattered information as to the superiority of the Western civilization. With characteristic quickness and liberality the government promptly took measures to avail itself of its new advantages. It imported books, military men, teachers, ships, arms, and many other things from France, England, Holland and America. And in 1861 young men began to be sent to Europe

and America to be educated, as had been done to China nearly 1600 years before. And what is most notable the *daimios*, who were the "Bourbon" class of Japan, and who were the most resolute defenders of the non-intercourse policy, soon became the leaders in the new educational movement. They soon came to see more plainly than others that if they were ever to compete with European civilization they must learn the European arts and sciences, and change their toiling rabble into skilled laborers. So it is a mistake to regard all "Bourbons" as hopelessly unprogressive.

In 1871 the Japanese government regularly organized its Department of Education, which is designed to operate a complete system of public schools from the lowest grade to the highest, and to reach every family in the land. It imported from America Dr. David Murray as a sort of head-counsellor. The authoritative head is a native whose official title is Mombusho, and he is assisted by vice-ministers. He has great power of appointing and removing officers, and in ordering the whole business of districting the country, organizing schools and raising funds, and to cap this climax of despotic power, he has the widest liberty of publishing educational books and tracts. The system is in full tide of successful operation, University, Colleges, High Schools, Language Schools, and Normal Schools.

In 1874 there were 52 Normal schools where 5,000 students were preparing to be professional teachers. In Virginia we have not been so rapid with our Normal education. Our doctrine is, "Any body can teach school."

In 1874 there were 45,000 school districts laid off, and 19,000 schools in operation, whilst others were rapidly forming. Foreign teachers were imported in the beginning, but the Normal schools will soon supply their places. Professional and technical schools of various sorts have also been established. And altogether the educational privileges of Japan will soon surpass those of many of the civilized nations of the European and American continents.—W. H. R., in *Educational Journal of Virginia.*

MY THEORY OF EDUCATION.

An Address delivered before the Teachers' Association of Queen Anne's County, by Rev. A. W. Milby, of Centreville, and published by request of the Association.

Ladies and Gentlemen: I will introduce myself to your notice by a sermon of the Arabian Imposter (a little altered), from which you may learn why I accept an invitation to address you on this occasion. Said Mahommed: "When God made the earth it shook to and fro till he put the mountains on it to keep it firm. Then the angels asked, 'O God, is there anything in thy creation stronger than the mountains?' and God replied, 'Iron is stronger than the mountains, for it breaks them.' 'And is there anything stronger than iron?' 'Yes, fire is stronger than iron, for it melts it.' 'Is there anything stronger than fire?' 'Yes, water, for it quenches fire.' 'Is there anything stronger than water?' 'Yes, wind, for it puts water in motion.' 'Is there anything in thy creation stronger than wind?' 'Yes, kindness is stronger than wind.'" It is, then, the expectation of that kindness which is stronger than the mountains, stronger than iron, stronger than water, and stronger than the wind that encourages me to challenge your attention to some remarks on the cause of Education, a cause which is dear to all lovers of freedom, and well-wishers of the human race. The cry formerly was, "Send the school-master abroad and tyrants will tremble." The opinion now is, educate the people and governments will stand, especially with lessons drawn from the Jewish prophets and inspired apostles.

> As men divinely taught and better teaching
> The rules of civil government,
> In their majestic, unaffected style,
> Than all the oratory of Greece and Rome;
> In them is plainest taught and easiest learned
> What makes a nation happy and keeps it so,
> What ruins kingdoms and lays cities flat.

The nineteenth century is remarkable in two respects: 1st, for the triumphant march of science; 2nd, for the general awakening of the people. When Sir Isaac Newton discovered the law of gravitation, its effect was the unveiling of the universe. When modern science demonstrated the great co-relation and conservation of the forces, it opened the door into the secret chamber of the Most High.

With regard to the people, nothing is more certain than they are the power behind the throne greater than the throne itself. During the dark days of the French Revolution the people assembled *en masse*, and appointed a committee of their number to wait upon the legislature and state their grievances and demand redress. As the committee entered the Chamber of Deputies, Robespierre, the soul of the revolution, rose in his place, and at the top of his voice cried out: "Make way for the people! Make way for the people!" The people having entered the Halls of Legislation, they intend to go out no more forever. The third estate, "the Commonalty," or, as we say, "the people," are now and ever will be a power in the governments of the world. That power so potent for good or evil needs "a rudder's guidance and a curb's restraint," and our hope, as a nation, is in the conservative power of education. A convention in the State of New York, about the year 1848, announced the principle which underlies the free school system in our country, to wit: "That the property of the State must educate the children of the State." Once upon a time it was, "No State without a church, no church without a bishop." Now the popular apothegm is "a free Church in a free State," and in no country has this been more signally realized than in the United States of America. Hildreth remarks, in the course of his history, "Now Christianity retires from the pages of American history;" meaning that the genius of the Constitution adopted by our forefathers of the Revolution recognizes religion as a matter between God and the individual soul, and not an affair for State legislation. Though the general government recognizes no particular form

of religious belief, it tolerates all, and legislates not on men's thoughts, but on their conduct. We are happy to know that, through the State governments, education is fostered, and the public school system may, not inaptly, be described as a department of the "civil service," and one, too, in which the incumbent must undergo an examination as to his fitness. While we congratulate you, then, as teachers, upon your advancement, though ministers of the gospel are compelled to take a more humble position, yet suffer to be told that teaching is very much like preaching, "a divine calling, but an infernal trade."

The object of education is two-fold: 1st, to give character; 2nd, to develop power. Intellectual culture without moral training is "a jewel in a swine's snout." Ay, worse, for there is power in man's heart when blown upon by the devil to transform it all into "the sublime mechanics of hell." An Oriental sage tells a vain-minded son, in whom no sense of wonder dwells, to bring him the fruit of a large Banyan tree. "Break it," said the father. "What do you see?" "Some very small seeds," replied the son. "Break one of them. What do you see in it?" "Nothing, my father," replied the son. "My child," said the father, "where you see nothing there dwells a mighty Banyan tree." Observe, then, the first great object of education is to give character. Mark the word itself that you may comprehend the idea. Character, something cut or engraven, as in a rough or unsightly stone. Here I would say, with emphasis, that a person of loose morals or skeptical opinions is not the one to have the care of youthful minds. Their presence in the school-room is a plague, a cancer, a fountain of disease and death. Since character is the question, allow me to offer a few suggestions to assist you, it may be, in laying in the minds of your scholars the foundation of a solid character. First, strive above all things to command the respect of all your pupils. Failing in this, the sooner you "step down and out" the better. Some people are so good they are good for nothing, and it is a great pity

that such persons should ever become teachers in a public school. Children, as by instinct, can read the teacher through and through. Second, maintain discipline. An ill-governed school is worse than no school at all. It corrupts the minds of those who are well-trained at home, and makes those badly-governed at home worse and worse. Thus bad begins and worse remains behind. The older the crab tree the more crabs it bears. The child is father to the man. Third, cultivate in the minds of your scholars a conscientious regard for truth, and endeavor to inspire them with a refined self-respect. It is said of Thomas Arnold, the head master of Rugby school: "His pupils were inspired with a fine sympathy in carrying on the business of the school; accustomed to be treated as gentlemen, whose word was not to be called in question, they learned to shrink from meanness, to acquire self-command, and to make intelligence and nobleness their aim." At the university, youths from other quarters might excel in the quickness, the cleverness, and, it might even at times happen, the minute accuracy of school-boys. Those from Rugby had the character, the thoughts, *the deliberate purpose* of men. Though all cannot become great, all may become good, but, as we see in actual life, every one is more or less the creature of circumstances, and stands out as a fair exponent of his surroundings. To make this appear, let me consider the character of two great men that fill the eye and heart of two great nations—Napoleon, of France, and Washington, of America. We are bold to say that though France could produce a Napoleon, she could not produce a Washington; and though America could form and fashion a Washington, she could not mould a character after the pattern of the exile of St. Helena. Thus it is in the life of man,—character is cut or engraven. In the words of a brilliant writer:—We are apt to fall into the great and common error in looking at the past through centuries of distance, of forgetting moral chronology. We are apt to forget, extraordinary forgetfulnes, that history is essentially successive. Take the life of any man, of Oliver Cromwell, of

Cardinal Richelieu, of Gustavus Adolphus. He enters upon his career; he pushes onward in life, and rises; great circumstances act upon him; he acts upon great circumstances; he arrives at the end of all things, and then it is we know him—but it is in his whole character; it is a complete and finished piece, such, in a manner, as he is turned out after long labor from the workshop of Providence. Considering the plastic nature of the human mind in that never-to-be-forgotten period of human existence, our school-boy days, we have no hesitation in affirming that the future of the nation for weal or woe is very much with the teachers of our public schools. The design of the State is to make education as free as the air, to elevate society by levelling upwards, and to make a table-land upon the mountains. Providence is sovereign in His gifts; genius is not a monopoly of a class. In this respect we see it verified: "The last shall be first, and the first shall be last." At the closing exercises of a public school in the city of Boston, some time since, one student obtained marked distinction, and was awarded the highest honors. Two gentlemen returning home observed a man along the street engaged in sawing wood. One said to the other, "Yonder is the father of the young man who received the honors to-day." Truly, if we fill our places, meet our opportunities, Providence will grandly unfold the possibilities, and, where we now see nothing, will prove to be the seed of a mighty Banyan tree.

To develop power is the second object of education, and this with many is the paramount consideration. "The intellect," says one, "is perfected not by knowledge but by activity." The arts and sciences are powers, but every power exists only for the sake of action. The end of philosophy, therefore, is not knowledge, but the energy conversant about knowledge. These words suggest altitudes of thought to which we do not aspire. Our public schools is the subject before us at present, and the question is, "How to make them most useful." That they have been and are of great benefit, we all most cheerfully acknowledge; but how can this power for good be

augmented? In my remarks you will not understand me as referring to scholars who enter and spend a very brief period merely to obtain the simplest elements of education to qualify them in some degree for the business of life. Such persons cannot, in any proper sense, be said to be educated. Though such humble beginnings have often led to wonderful results, such instances are extremely rare, altogether abnormal. It is characteristic of genius to light its own fire.

In my reasoning, I fix the period of education to eight years, the scholar commencing in his eighth year and closing as he completes the fifteenth year of his age, that being the time he must choose for himself a business or trade. The aim of the State is not to prepare young men for any of the professions of life. If the child goes before he is eight, I will consider him as put not even in the primary department, but in one lower still, and which for sake of convenience, I will call the alphabetical class, because to carry out my plan every child must be supposed to be capable of reading simple English sentences. Having eight years to go to school, how shall he best improve the time? I propose to divide the time into two equal parts of four years each; from eight to eleven, from twelve to fifteen inclusive; the first part to be devoted mainly to the accumulation of facts, the second part to the development of faculties. Let me observe at the outset that the course of study should be so arranged and regularly graded that the pupil in advancing from one section to another, or from one class to another, should not be introduced to entirely new studies, but more advanced knowledge of the same studies; in other words, in the primary department he should lay the foundation of his whole course, and every advance should be an enlargement and strengthening of the foundations already laid. As one has said, "He should learn at both ends, that is, to understand the elementary and fundamental principles, and also to know some of the most remarkable results, a little of the rudiments, and a little of what is most called for in practice." Though man is a reasoning animal, yet the child is only one in embryo.

And from what can we reason but from what we know? How draw out before you put in? To undertake to develop the reasoning powers of a child before you have given some facts from which he can infer is, to my mind, like drawing at the well before you have struck water. Facts, not principles; concrete realities, not abstract ideas; things, not rules, should be lodged in the memory of a child, the faculty above all others which is active in the youthful mind.

To begin: Chronology by all means should receive early and special attention. There are about one hundred dates in the general history of the world, with a like number in English history, and fifty in American history which form eras. They should be printed in large letters and hung up in every school room in the country, and on cards, and placed in the hands of every scholar as his necessary and daily food. There should also be prepared in book form a pictorial history, in like order to impress on the boy's mind the names of the great men of different periods, and the countries in which they lived, and thus make some great name and some great action familiar to the mind. Take the following from English history as an example:

> First William the Norman, then William his son,
> Henry, Stephen, and Henry; then Richard and John,
> Next Henry the Third; Edwards one, two and three,
> And again after Richard three Henry's we see.
> Two Edwards, three Richards, if rightly I guess,
> Two Henry's, Sixth Edward, Queen Mary, Queen Bess;
> Then Jamie, the Scotsman, then Charles whom they slew;
> Yet received, after Cromwell, another Charles too.
> Next James the Second ascended the throne;
> Then good William and Mary together came on,
> Till Anne, Georges four, and fourth William all past,
> God sent us Victoria, may she long be the last!

This is an outline, which, if judiciously filled up, would "make the past and distant predominate over the present, and advance the scholars in the dignity of thinking beings."

(*To be completed next month.*)

CULTURE AND FACTS.

Lecture read before the Society of Pedagogics and the Teachers' Association of St. Louis.

When teachers speak about education they frequently do not realize that they should be careful not to ignore its wide limits. On the stage of education the walls of the school-room are neither the first nor the last nor the principal pieces of scenery, nor is the teacher the hero. The day of school-life fills out but one act. Like a Chinese play, education requires several days to be acted.

Family, life, church, state, society and nature educate, and they are more than the teacher's peers in this process. With all modesty we may confess that the great intellectual progress of the times is not the work of the teacher alone, and with firmness we can decline to be responsible for all the defects of the education of our times. But as it is, these blessings are showered on the head of the teaching profession: the world does not offend their modesty by giving them credit for the intellectual and educational advancement of the age, but they attribute to them the responsibility for any defect physical or psychical discovered in the youth of either sex in education.

It cannot be doubted that while school systems have developed to a degree of perfection, the social and commercial life of the nation have advanced still more. Our age is the age of city builders. Not only in our country, but throughout the world, mankind forsakes country life and by a kind of natural attraction crowds into cities. With this great advancement a problem of less pleasant aspect presents itself. We see arise, side by side, the highest culture and the basest crime. The city most proud of her system of schools is shocked to its very heart by the most fiendish deeds. The people of the metropolis of the East, who with lavish hands have spent millions for the education of the young, witness with horror and apprehension the daily occurrence of a brutish murder or some other

execrable crime. Public indignation is aroused; the cause of such great evils is sought for in order to find the remedy, and the question is raised, in how far is education responsible for crime; what can it do for its repression?

Education is, no doubt, one of the factors which form the character, but there is another factor that is not less important: the natural and the inherited dispositions. Education is, no doubt, responsible for the training of the pupil's character, but it has not the sole responsibility. If we speak of education, we think almost involuntarily of schools, quite forgetful of the fact how small a fraction of the educational work is done by school instruction. The family is a more constant element in the process of education than the school can be. During his school-life the pupil passes through the hands of many a teacher, but his family surroundings remain the same always. Errors of omission and commission there frequently leave a deeper impression than the strongest school influences, as they last through a longer period of time. The more the position of the teacher is made a permanent one the more influence she will have on the training of character. The biography of many a great man tells us how great the influence of good family life and surrounding is for good, and the evil tendencies of wicked surroundings appear from the annals of crime.

School education is efficient if it yields the two elements of culture—knowledge and ability, within the limits stated before. The preparation which school education gives towards earning a livelihood consists in imparting the means of intercourse which enables the child to fit himself easily for becoming an active wheel in the whizzing loom of life.

If the teaching of a knowledge of facts and the training of ability are the tasks of school education, we may ask, what facts are to be taught, what abilities to be trained? Our answer lies in our definition of culture, which is, to train the child's soul, intellect and character so as to fit him for intercourse with others.

The child's mind is fascinated by what is wonderful and

strange, and longs for it; it half and half expects a living fairy tale to turn up some day; to meet Cinderella or Red Riding Hood on its way to school. It lives in the world of wonders, in the distant and remote. While primary education must consider and calculate on this peculiarity of child-nature, it must gradually lead to reality by teaching the child to find an interest in what is necessary as well as in what is beautiful.

Now, in selecting facts for instruction, some teachers seem to have grown toward the children by their continual intercourse with them.

They teach their pupils to look with interest on China and Hindoostan, and forget the green plains of a beautiful home before their feet. They press the cold and stony tablet of history on the mind of the child, to leave there the fading trace of a few hundred data, but they cannot endow with life again the noble human characters of the great men of the nation. They cannot make the child feel the presence of departed greatness that fills his mind with the glow of admiration and love. The historical person who steps out of the frame of history into the heart of the pupil is familiar to him, he understands human beings and he dimly feels greatness, but the actions of state, the dreary list of battles lost and won, is something remote and impalatable. We are apt to teach the remote, the distant and the contingent, and ignore what is near and necessary.

The child should know about his surroundings, his native city, its resources, its character, about his State and its features. The story told by one of the School Journals of December, '75, is sad and amusing at the same time. In one of the Western islands of Scotland, a visitor to a primary school was requested to examine a particular scholar on the capitals of Europe. The boy named one after another with perfect correctness. It occurred to the visitor to ask the boy the name of the island on which he lived. He could not answer, and when at last the examiner said: "Now tell me what a capital

is?" no answer. "Is it a man or a beast?" "It is a beast," replied the boy quite decisively.

Let education like charity begin at home (but not like modern charity improve upon the proverb by ending where it began) and then proceed to what is remote. Fact knowledge that is to lead to culture should begin with instruction about the child's home in its widest sense. It should lead the child to observe and should explain the common phenomena of nature.

The abilities which should receive training are those that enable the child to become a link of society by giving him the means of connection with it, the instruments of intercourse. Hence instruction in language ranks above all other things in a course of study. Reading, writing, spelling, grammar, are but the faces of this educational diamond. Ability in regard to language, not knowledge—which at the best must take the place of a means, is the aim of instruction in language.

Grammar is useful, grammatical language necessary. Oral list spelling is serviceable; correct writing essential. Beautiful reading is praiseworthy, intelligent reading indispensable. For the sake of having intelligent reading, correct writing and grammatical language, I should willingly slaughter a hecatomb of Chinese river names and historical dates. We are beginning to realize the importance of composition in common schools. We shall yet learn the importance of committing to memory, regularly, poetical gems for the sake of both linguistic and æsthetic culture.

The length of a school course enables us to make the transition from the near to the more distant before the child leaves school. There will be no difficulty in finding a sufficient number of facts to fill out the whole time of the course. But the question then arises, "What shall be done with the facts?" The mere remembering of detached facts does not give to the child the ability to handle them well in his intercourse with others in after life, hence does not tend towards culture.

There seem to be three processes to which all facts must be

submitted: They must be understood, they must be grouped or classified, and they must be remembered.

To teach children to understand a fact is not as easy as many consider it. The silliest mistakes are made in this respect. Above all other one most especially pernicious practice should be exposed which feeds children hungering for an explanation with the empty husks of definitions. Definitions do not explain; a glibly-repeated definition does not at all show that the subject or word defined is understood. Every educator can record the most preposterous errors arising from this abuse of definitions.

Let me mention a few of them:

One, I quote from the periodical before referred to, while I take the others from what has come under my own observation:

In assigning words for spelling for the following day a teacher had given the word schism to a class of grown pupils. In order to remind the pupils of the meaning, a short definition was given with each word. The short definition in this instance was: Schism, a division in a church. The pupils were to hand in sentences showing the meaning of the word. One of the sentences handed in the following day was: "As there was a schism in the middle of the church, people sitting on one side could not be seen by those sitting on the other." Another pupil showed his lively appreciation of the difficulties with which the ancient Romans had to deal, by the sentence: "Romulus dug a furlough round Rome." A sentence about the word stature read, "The stature of Washington was made of white marble." A sentence on the word amputation read as follows: "The soldier died from the effects of his wound, as amputation set in after a few days." The term *pediment* gave up its place in architecture in the following sentence: "The boy could not recite well as he had a pediment in his speech." In general history a pupil modified the victory of the French over the Aquitanians into the statement: "The Franks subdued the Antiquarians." A little girl at school was

once reading in the presence of a visitor a passage in which the word dice occurred and was asked what it meant. To the surprise of the questioner she replied, "Little cubs at play," and on inquiry it was found that she had been crammed with columns of meanings, as they are called, and among them this, "Dice, little cubes used in gaming."*

The teacher should not assume that a child knows a term, or a fact, but ascertain it by questions which must touch the point directly and not merely take the following favorite form: "Any one who does not understand this?" which question will, of course, not receive an adequate answer, as a pupil may in some cases not care to betray his ignorance on a point which all others seem to know, and in other cases may erroneously believe that he knows all about the fact when he does not. Even the most common terms are sometimes not understood.

In explaining a fact recourse must be had to adequate illustrations, nor must the subject be dismissed before the children are able to explain it themselves.

In the grouping of facts, the new knowledge must not only be connected with the knowledge possessed, but by frequent general reviews of the whole subject the principal points must be brought again before the pupil's mind, so that the topics rank according to their importance in the general picture of the science. The sooner and the more frequently diagrams are used, the better the result. Self-activity of the pupil is required. He can in many cases do the grouping himself. He can find the causal group by finding the cause and effect of a given phenomenon, or the logical group by giving the reason for a certain inference, or bring a new subject in relation to other topics by comparing it with them.

Facts that have been understood and grouped must also be remembered. This last process is greatly facilitated by the second. If the mind is kept in good order, if new knowledge takes its place in it according to a good classification, recollection will do its work more easily and better than otherwise.

*Quebec Journal of Education.

In remembering facts that have not become part of our mind, we must make an effort, which is not always successful. By sufficient practice and working with the facts, it is possible to lead them to that chamber of the memory from which they appear automatically, as it were, whenever they are needed. The tables of addition and of multiplication, for instance, are remembered in this way. Knowledge, which is to last, must pass over into that state, and hence practice, when working with the facts, appears necessary; without them the knowledge of facts is futile and vanishes soon. Knowledge must be transformed into skill. The mind is encumbered by the fact until it has subjected and conquered it completely and made it entirely its own.

If the teacher is to do so many things with the facts, will not this occupy the greater part of her recitations which otherwise might be profitably used in the acquisition of a number of new facts? I do not doubt that it will; but, at any rate, the time would be well spent. I think it might be said with a show of justice, that our pupils know too many things, although they may not know much. Knowledge might be made more intensive and less extensive. Not so many things but more of each. As it is, a spirit of restlessness seems to pervade many school-rooms. The fact seems to crowd out the explanation and the thought. There is a kind of competitive race over the pages of the text-book.

"The teacher in the other school is five pages ahead, let me see in what time I can 'catch up' with her," seems to be the watchword with some. And so the opportunities for heart-opening conversation are stolen from the pupil. The teacher cannot enter into the characters of the children under her care —she has no time, nor seems a recitation a proper place for such communion. And so the pupil remains a stranger to the teacher, who stands in place of the parent—and all this in order to gain time. One can well understand Rousseau's paradox: "The idea of education is not to gain time, but to lose it."—L. F. Soldan, in the *Western.*

TWO LIVES OR ONE.

Nothing is more remarkable to the observing teacher who for the first time takes control of a school of children, and begins to penetrate into their modes of thinking, than the discovery that in their thought they are really leading two distinct lives. They seem to have an entirely different code of honor and modes of acting and of reasoning outside of the school-room and inside of it. The boy who carries on a thriving business in swapping marbles, &c., and never makes the smallest mistake in his practical calculations, stumbles in his mental arithmetic inside his school-room, and brings in all his written examples wrong. The girl who never makes a mistake in finding her way about the city, and who knows all the points of the compass perfectly, is entirely adrift before her maps, and makes the most surprising statements in her geography. The child who almost invariably speaks his English without fault, in his grammar recitations bungles over the principal parts of the rules he uses correctly every day; the one who talks incessantly and well on a variety of topics, becomes mute when asked to give a simple sentence; and the boy who would indignantly repel the suggestion that he was not perfectly truthful at home, will boast without shame in school that he has done a dishonest deed in reporting or reciting.

It is as if in some way there were an artificial atmosphere created in our school-rooms, which we ought to get rid of.

It seems as if often in our schools the children had "all sense but common sense." They hesitate in applying the same reasoning to problems there, that they at once apply to problems of the same nature outside.

If the book be artificial, there is no need that the teacher be so. It is her business to sweep away all this artificial atmosphere, and to let the light of plain, every day, common sense, into all her recitations.—*American Journal of Education.*

There is nothing in life but what we put there.

PROFESSOR PAYNE ON ELEMENTARY EDUCATION.

The late Mr. Joseph Payne, Professor of Education to the College of Preceptors, London, paid a visit to Germany in 1874 for the purpose of inspecting, studying and critically examining the Kindergartens, Primary Schools and Schools for Technical Instruction in the principal cities of that country. The results of his tour he committed to record in a small, but very interesting, work, edited and published since his death by his son, under the title, "A Visit to German Schools." The value of the book depends less on the vivid and accurate description which he gives us of the elementary schools and teachers of Germany, than on the practical lessons in philosophical education, which his visit suggested, or confirmed. We have grouped a few paragraphs under different heads, which our readers will find both interesting and instructive, although we have abridged much, and have unceremoniously brought together sentences which are widely separated in the original text.

Cultivation of the Observing Powers.—There is nothing in the early education of children of more importance than the cultivation of their observing powers by means of the objects with which they are in immediate contact. The names of the children themselves, their age, the number of the members of their families; the names and directions of the streets they pass through in coming to school; the number of houses in these streets, the shops of various kinds in them; the animals they met with; the carts, wagons, coaches, etc., that they have seen in the way; the weather, with its various incidents; the trees growing in the neighborhood, the river flowing near them, the hills seen from a distance, the fields in which they play, or those they pass by in taking their walks, the soil of the fields, the crops growing in them, the occupations of men that they witness; the smithy, the barn, the thresh-

ing-floor, the carpenter's shop, the sowing, ploughing, haymaking, reaping, harvesting, etc.: to all these matters their attention should be directed, and the results of their own observation, not the observation of the teacher, elicited. Then descending into particulars, let each child tell how many rooms are there in his home, how the rooms are used, the color of the walls, the pattern of the paper; what the houses are built of; how many windows, doors, chimneys, etc.; have they gardens? what is grown in them? what flowers, herbs, vegetables, trees, etc.? Then the schoolroom—how many walls, windows? how many desks, tables? how high? how long? the dimensions being referred to an actual rule and measured by themselves. In all these exercises, which are numberless, the actual observation of the children, their own personal experience, should be the means and the limit of their knowledge. It is truly wonderful that such exercises are, as a rule, unknown to our primary schools, the result being that the scholars go forth into the world with eyes that do not see, ears that do not hear, and minds undeveloped. The knowledge of things that lie about them in daily life, knowledge which Milton emphatically points out as the prime wisdom is studiously ignored. They are left "unpractised, unprepared, and still to seek"; and what is even more important, the consciousness of their power to acquire such knowledge by their own efforts is never awakened.

The Kindergarten.—In our ordinary education of young children we give them far too little credit for the powers with which the Creator has endowed them, and too frequently, by injudicious management, repress or even quench those manifestations of intelligence which ought to be taken as the basis of our operations. Instead of allowing children's native activities free scope, and aiming, especially in our early lessons, at eliciting what is in them, we are generally far too prone to impose on them what is in ourselves, and, therefore, by system, rule and routine, to check, and sometimes, even, to stifle natural development. This unwise interference with nature's

laws is the true cause of a phenomenon within the observation of all—that of a child who, before formal teaching begins, is distinguished for mental activity, becoming almost suddenly dull, inert and stupid, under the operation which is ostensibly intended to quicken his powers—a result obviously due to a theory of education which takes little or no account of the nature of the child. We must learn, by studying the nature of children, how we are to teach them; just as Bacon taught that we are to learn from nature the laws by which we ourselves are to govern nature.

The purpose of the games and occupations of the Kindergarten is the harmonious development and cultivation of all the intellectual and bodily powers of the child. They lead him to become conscious of those powers, and to make use of them—to exercise the eye in the observation of suitable forms, the hand in works which he performs as plays, the ear, through simple melodies which delight him, the understanding through stories, narratives and games which rouse his attention and fix in his mind accurate and general concepts. Lastly, in his intercourse with his companions he learns to become happy, sociable and peaceable.

Reform.—The reform we need most begins at the beginning, with a true conception on the part of the teachers of what education really means. This involves a radical correction of the ordinary theories; and this, again, a thorough education of the teachers in education itself. By the liberal grant of £10,000 towards the endowment of chairs of Education at Edinburgh and St. Andrew's, education has been recognised as a psychological art, founded on scientific principles, and we may hope to see some effective measures taken for the training of teachers. The question of training teachers for their high office will, it is to be hoped, henceforth supersede much of the profuse prate about education, in which dilettanti inexperts and educationists are so much accustomed to indulge.

Drawing.—The drawing department of the institution (*Die Allgemeine Gewerbeschule*, in Hamburg) is, by general

acknowledgment, second to none in Germany. The special point of interest is that drawing is taught from beginning to end, through the training of eye and hand in connection with real objects. There is, except at the close of the course, no copying from drawings, and the teachers do no part of the work for the pupils. Wooden blocks of different forms are used to begin with, and not only the outline as presented to the eye is drawn, in strong lines on the paper, but the outlines of the parts not seen were estimated by measurement with the eye, and traced on dotted lines, as if the object was transparent. These blocks were placed in all possible positions, and drawn over and over again. Then followed other objects—candlesticks, vases, plaster reliefs, parts of machines, whole machines, articles of furniture, etc. High finishing is not allowed in the time of instruction. If the student wish to add this grace to his work, he must do it at home. The practical, the useful, that connected with trades and occupations alone, is sanctioned in this very remarkable school.

Stupid Children.—The number of stupid children is really very small, but the number of children who are left stupid—that is of those whose powers are undeveloped—is very great; and this number is mainly dependent on the teacher, with whom it rests very much to decide whether these powers shall be ignored, developed or stifled. The bad teacher is a *menticide*, who deserves punishment quite as much as the unskilful medical practitioner who is called into court to answer for his delinquencies. Hence, it happens that young minds that might have been quickened into life, remain dead, buried and forgotten.

Keep Children Busy.—The secret of happiness is occupation—the healthy employment of our powers, whatever they may be. This is especially true of little children, who are scarcely ever contented with simply doing nothing, and whose fidgetiness and unrest, which often give mothers and teachers so much anxiety, are merely the strugglings of the soul to get, through the body, some employment for its powers. Supply this want,

give them an object to work upon, and you solve the problem. The nature of the work makes very little difference, and even its sameness does not weary. It becomes interesting, simply because it gives scope to the energies, and concentrates them.

The Vice of Telling.—There is far too much telling and doing for children what they ought to be required to do for themselves. This vice of telling seems quite ingrained in teachers generally, and is very commonly even regarded as a virtue; but I hold it to be a fundamental canon of teaching, never to tell a pupil what he can find out for himself. Culture is development, not "telling," which is too generally the antagonist, not the minister, of culture. There is a sense in which it may be truly said that we know—that is consciously know—nothing that we are merely told by others. What we really know, so as to possess as a part of ourselves, comes out of our personal experience in thought or action. It is what children do for themselves and by themselves that most interests and most effectively educates them. The business of the teacher is to elicit the pupils' powers, not to display his own; to make them think, not to think for them; to make them do the talking and explaining, not to do it for them. His aim should be not to tell and explain, but to animate, stimulate, quicken and guide them, by requiring self-teaching, self-action, and self-education.

Rules.—If only a tithe of the labor expended by the teacher in teaching rules were expended in securing the learner's thorough acquisition and appreciation of facts, the results would, in the majority of cases, be far more satisfactory than they are. The framing of rules, formulæ, and general propositions is, under the teacher's guidance, to be the work of the learner in the presence of facts that he knows. Whatever apparent success a teacher may gain through interference with this principle, operates pro tanto against the interests of the learner by diminishing his independent power.

What He Saw in German Primary Schools.—1. The children very generally did the work themselves without the telling of the teacher.

2. Their order and attention testified to the interest excited by the lesson.

3. The firm and accurate performance of the correct lesson (with scarcely even a blunder) evinced the mastery of the previous lesson.

4. The reading, writing and arithmetic were taught on intellectual principles, which required observation and thought, and required the co-operation of the learner's with the teacher's rule.

5. Book instruction was subordinated to practical exercises. on the black-board.

6. The teacher taught and did not merely order the children to learn.

USING BIG WORDS.

Our best writers use the most simple and direct language, and choose words of Teutonic rather than of Romanic origin. Mr. Marsh examined 30 of our most characteristic writers on this point, and found that Bryant has in his writings from 84 to 92 per cent. of Teutonic words; Browning, 84 per cent.; Tennyson, 87 to 89 per cent.; Longfellow, 87 per cent.; and even Ruskin, although a critical writer on art, 73 to 84 per cent. Of early English writers, Chaucer used from 88 to 93 per cent. of home-born words; Shakespeare, 88 to 91 per cent.; Milton, 80 to 90 per cent. Our young "aspirant" will find his style, both in conversation and writing, improved in vigor and effectiveness by substituting short Saxon words, wherever he can do so, for long words of Latin derivation. Richard Grant White says: "If all foreign elements were taken away from our English tongue, its life and vigor would be unimpaired. We could live and love and hate and work and play and worship, and express all our wants and our feelings, tell tales and sing songs."

Happiness is not in what we take, but what we give.

SALARIES.

Teachers, says an exchange, are not to be rated like potatoes, neither are their services to be valued by the same rule as those of laborers and unskilled mechanics. Undoubtedly there are thousands of hungry men in this city who would be glad to keep school for us at almost any price, and would not prove entirely incompetent for the duty either. But if we value the efficiency of the public schools we must pay a salary that will attract a more than common talent to their service, and induce the best men to devote their lives to them. The same qualities which make a successful teacher would win success in other and more lucrative pursuits. Cutting down the pay will surely result in driving out the class of men whom we ought especially to wish to keep, and converting the schools into temporary refuges for the unemployed. It is poor economy which hires only the cheapest hands for work that requires trained ability and long experience.

EDITORIAL DEPARTMENT.

Hopkins Hall was filled to its utmost capacity every afternoon last month with a class of students rarely seen within the walls of an American college, assembled to listen to the prelections of two distinguished professors of Harvard University, Messrs. Lowell and Child. Grave doctors of divinity, busy medical practitioners, keen lawyers, veteran professors of dead and living languages, absent-minded mathematicians of world-wide reputation, biologists and physicists whose reputation is yet to make, brisk young collegians, school teachers and their pupils, sat side by side with ladies of fashion and men of business; a fair representation of the intellect, the culture, the learning, the aspirations, the beauty and the wealth of the city. Had the room been larger the audience would have been larger, but it could hardly have embraced a wider range, nor have been more truly representative. Many no doubt came, at first, from curiosity. To see James Russell Lowell, and to hear what one of the most gifted of living poets had to say of one of the greatest of all poets, was indeed a strong attraction; and the attraction was not only strong enough to draw, but strong enough to keep the audience. Some little impatience was manifested as the lectures on the Romance literature

were continued beyond what was expected; not because the hearers were not interested in Karl, and Roland and Arthur, but because they were afraid that time would not be left for a leisurely review of Dante. But the attention of the audience never flagged, and when Mr. Lowell returns next year, as he has promised, to lecture on Shakespeare, he will find another assembly of sympathetic and eager listeners, limited in number only by the size of the hall.

Comparatively few knew Professor Child, except by his connection with Harvard University. Old English literature was not much studied in this latitude until very recently. The book stores of Baltimore were soon drained of their scanty supply of "Chaucers"; and it is said that Philadelphia and New York also were easily exhausted. But there are hundreds of Baltimoreans now who claim Mr. Child as their friend, and there are hundreds more reading Chaucer, who, but for his visit, would in all likelihood never have dropped a bucket into this "well of English undefiled." It would be as difficult as it is unnecessary to determine how much of the enthusiasm excited was due to the poet and how much to the professor. Let "both divide the crown." Surely never had lecturer a more congenial theme, and never had poet a more sympathetic interpreter. Professor Child promises to lecture next winter on "Old English Ballads"; if there must be a change, nothing better could be suggested, but, for our own part, if we had been counselled, we would have said, "a little more Chaucer," if you please.

The Public School Teachers' Association, of Baltimore, held its regular meeting at the Baltimore City College, Saturday, February 10th. The audience crowded the main hall, and long before the time appointed for opening the meeting, every seat was occupied. Independent of public school teachers, the meeting was well attended by friends of education, prominent among whom were Profs. James Russel Lowell and Francis J. Child, of Harvard University, Reverdy Johnson, John T. Morris, Rev. Drs. Grammer and Morris. The exercises opened with a song, "Farewell, in After Years of Bliss," admirably rendered by Miss Annie Roemer, with cornet obligato by Prof. E. F. Grady, after which President D. C. Gilman delivered an address on "The Local Aspects of the Johns Hopkins' University."

President Gilman said he trusted the University would soon have a national reputation, but its local aspects were of more concern at present. It would not be long before the doors of higher education would be open in Baltimore to all who chose to enter them, and the foundation of this University would give an impetus to all other institutions of learning in the city. England is possessed of universities endowed almost beyond limit, but Mark Patterson, rector of Lincoln College, said in a recent speech at Liverpool, that the boys of England no longer go up to univer-

sities as they did in days gone by. This rector gave as one cause the great expense, not for tuition, but incidental expenses, and as a chief reason that they, as a community, had ceased to value liberal education. The university in any country cannot rise above public instruction generally. Mr. Morrison, principal of the training college, or normal school, at Glasgow, says the whole tendency of recent educational action has been to eliminate from the curriculum the liberal branches of study. The idea of liberal education is dying out among the business communities of Great Britain. A parallel to this may be found in this country, and one cause is that throughout the land the schools of lower grade are not regarded as parts of one system with the colleges and universities, and sometimes a coldness, and sometimes an open hostility, exists between them. While the advantages of education have been carried throughout the entire land, yet we have not accomplished all that we are capable of doing. The creation of new systems of education, with normal and training schools, has occupied much of the time of the first century of the republic's history. We have not blended our common schools and higher schools. In Holland, in fifteen years, a change has been brought about by co-operative action which has revolutionized the entire system of education. To imagine an ideal seat for a great university, we would call it "Academia," and locate it near the seaboard, about as far from salt water as Baltimore is from the Chesapeake Bay. The site of the institution should be not far from a city, a few miles at the most, and should have a moderate climate, neither too far north nor too far south. A well chosen motto for this university would be "The truth shall make you free." All parts should make one system, each endeavoring to promote what the others are engaged in. The idea should prevail that scholars are individuals and not classes; that each child has his own endowments and is fitted for a special culture. In the erection of the University, the best architects should be consulted. The university should not be a mint or a treadmill, but a true Alma Mater, nurturing each child as if it were her first-born. Three by-laws should be passed for this ideal seat—that no waste of time should be allowed within its walls, that there should be no disparagement of any branch of learning, and that character is before knowledge. Not what one knows, but what he is, should be the criterion. The first requisite of such a university is brains—a large number of learned teachers, who must also be ready to teach and skilled in teaching. The day is past when the same teacher can teach everything. Other requisites are choice collections of books, apparatus, &c., good plans, method and harmony, good working places, as laboratories, &c., and last, a good body of enthusiastic students. Whether the guardians of the Johns Hopkins University are aiming at this remains to be seen. The trustees, in filling the professorships in the University, have selected men every one of whom is well known among the working men in his own department in this country, and in the universities of Great Britain and the continent. Liberal

outlays have been made for the library and apparatus. The library is to be quite distinct in its character from others in the city, and is not to duplicate any. It is to be a laboratory where books are to be used. Strangers are invited to come among us, and by their counsel and help, and by their presence, aid us in reaching out to the education of the intelligent classes in the community. The four-year system has been entirely given up, and is falling into disuse in many institutions of the country. The matriculation requisites are as high as in the best institutions of the land, and the student has now the choice of at least seven combinations of studies. For the degree of Bachelor of Arts a knowledge of Latin and Greek is required, and to students of science are given opportunities for the study of literature and the languages, and opportunities to the classical and literary student for the study of science. Sharp lines are not drawn between the faculty and students, but professors, associates, fellows and students are regarded as fellow-workers. The University is not under sectarian control or religious bias, but is guided by a spirit of enlightened Christianity. In conclusion President Gilman urged the teachers present to take an interest in the university, and to feel that each had a part to do in the building up of the institution.

At the close of the lecture, Mrs. Mattie House sang "Switzerland, Dear Switzerland," with clarionet obligato. After a resolution of thanks to Prof. Gilman for his instructive and entertaining lecture, and to the ladies and gentlemen who had kindly assisted in the musical exercises, the large audience dispersed.

A RETURN for the year 1873, prepared by the Education Department, shows that in England and Wales the average income of certificated masters of elementary schools aided by the Parliamentary grant was £103 11s—the average being taken on the income of 7,629 such masters; 3,920 (more than half) were provided with a house or lived rent free. The income of certificated mistresses averaged £62 10s—the average being taken on 5,035, and 2,022 were provided with a house or were rent free. The average income of certificated infants' mistresses was £60 9s—the average being taken on 2,670, and 743 were provided with a house or rent free. In Scotland, in the same year, the average income of certificated masters was £110 8s (or nearly £7 more than in England), the average being taken on 1,549, and 1,036, or two-thirds, were provided with a house or were rent free; the average income of certificated mistresses (taken on 636), was £58 14s, and 361 were provided with a house or were rent free; the average income of certificated infants' mistresses was £60 13, the average being taken on 132, and 42 were provided with a house or rent free. In Ireland the income of 3,610 head male teachers of national schools shows an average of only £56 10s, and nearly four-fifths have to pay rent for their residences. A few—only 93—in the first class of the first division had an average income of £125 15s, but the average for the third class,

constituting a majority of the whole number, was not quite £43 17s. The income of 1,937 head female teachers averaged £45 17s, three-fourths paying rent for their residences; there were 59 in the first class of the first division, whose income averaged £93 6s; but 823 in the third class averaged £37 12s, four-fifths of them having to pay rent for their residences.

Common-Sense Ventilation.—The best practical statement we have met with about ventilation was contained in the remark of a mining engineer in Pennsylvania; "Air is like a rope; you can pull it better than you can push it." All mechanical appliances for pushing air into a room or a house are disappointing. What we need to do is to pull out the vitiated air already in the room; the fresh supply will take care of itself if means for its admission are provided. It has been usual to withdraw the air through openings near the ceiling, that is, to carry off the warmer and therefore lighter portions, leaving the colder strata at the bottom of the room with their gradual accumulation of cooled carbonic acid undisturbed. Much the better plan would be to draw this lower air out from a point near the floor, allowing the upper and warmer portions to descend and take its place. An open fire, with a large chimney throat, is the best ventilator for any room; the one-half or two-thirds of the heat carried up the chimney is the price paid for immunity from disease; and large though this seems from its daily draft on the wood-pile or coal-bin, it is trifling when compared with doctors' bills, and with the loss of strength and efficiency that invariably result from living in unventilated apartments.

In this connection some rather novel ideas from Dr. Hall are of interest. He is most earnestly against cold bed-chambers, which, he says, imperil health and invite fatal diseases. To this—giving a contrast of some fifty degrees between the temperature of the lungs and the air of the room—the writer ascribes frequent and fatal attacks of inflammation of the lungs, and concludes with the assertion (which will astonish some) that it is even safer to sleep in a bad air all night, with a temperature over fifty, than in a pure air with a temperature under forty. For the bad air may sicken you, but cannot kill you, while the cold air can and does kill very often.

The following resolution was offered at the December meeting of the Davenport, Iowa, Board of Education:

Resolved, That no corporal punishment shall be inflicted except by the principals of the schools. This did not appear to be satisfactory, for at the January meeting the following substitute was adopted:

Resolved, That the Superintendent direct the Principals to direct their teachers to report to them all difficult cases of discipline before inflicting punishment.

SCHOOL POPULATION OF THE UNITED STATES.

	White.	Colored.	Total.
Males,	5,264,635	814,576	6,086,872
Females,	5,157,929	806,402	5,968,571
Total,	10,422,564	1,620,978	12,055,443

ATTENDING SCHOOL.

	White.	Colored.	Total.
Males,	3,326,797	88,594	3,415,391
Females,	3,087,943	91,778	3,179,721
Total,	6,414,740	180,372	6,595,112

NOT ATTENDING SCHOOL

White.	Colored.	Total.
4,007,824	1,440,606	5,458,977

From the above, it appears that of the white children of the whole country, between the ages of five and eighteen years, 38 per cent. are not attending school; of the colored children, 88 per cent. are not attending, while an aggregate of 45 per cent. of both classes are not under instruction.

THE forty-second report of John D. Philbrick, superintendent of the public schools of Boston, shows that there are 509 day and evening schools, an increase of 11 over last year: there are 1,306 teachers of all classes, and 55,417 pupils, of whom 25,833 are female. The percentage of attendance at the high schools last year was 94.8, at the grammar schools 93.9, and at the primary schools 91.0. The total expenditure for all school purposes during the last year was $2,015,380.84, against $2,081,043.35, for the preceding year, showing a decrease of $65,662.51, owing to diminution of outlay for school accommodations.

The whole amount of the current expenses for the last year was $1,737,634.27, against $1,724,373.61 for the preceding year, showing an increase of $13,260.66. The increase in the amount of the salaries was $18,266.22; and the decrease in the item of incidentals, which includes all the current expenses except salaries, was $5,105.66. The cost per scholar in the day schools for tuition and incidentals the past year was $36.15, against $37.85 for the preceding year, a decrease of $1.70.

SAYS an English critic: "Truthfulness and courage are the principal virtues which the law of honor requires of a man, chastity of a woman; but conscience and religion demand truthfulness and chastity of both sexes alike. Or, in a wider sense, honor is the standard of a class, and thus there may be many diverse and incongruous standards of honor, as there is said to be 'honor among thieves.'"

Our School Matters Judged by a Foreigner.—"If anything strikes and offends one at the first glance in the scholastic institutions of the United States, it is the want of stability in the ranks of teachers. Everything combines to render impossible that stability which we judge indispensable; the great majority of classes are directed by females, who fulfill these functions only to the period of their marriage; every teacher, even the superintendent of schools, is subject to election either every year or every two or three years; no provision is made, as a matter of course, for a retiring pension; and finally, the schools are forcibly subject to political influences, and consequently to speculations of personal or party interest. These are, in our eyes, so many unfortunate circumstances. The Americans do not deny them; but they are, so far, the consequences of their political and social organization, and while striving to attenuate in practice these inconveniences, they do not find them more grave in school matters than in the rest of their public life; living under the *regime* of pure democracy, the matter of election is invariably applied among them to every domain."

The writer, after mentioning that sometimes, in spite of the want of stability so much deplored, a man of worth is able to retain his position for a number of years, thus continues:

"It is a distinguished good fortune for a State or a city to preserve thus during fifteen or twenty years the same man at the head of the public schools; the personal influence of such a man is then felt infinitely more than would be the case amongst us. We find in Boston itself one of the most remarkable examples that contemporary America can furnish. Mr. J. D. Philbrick, elected superintendent of the public schools of Boston in 1856, still occupies this position, after the single interruption of one year, which sufficed to make those interested comprehend all they would lose by depriving themselves of the services of a man so eminent. Mr. Philbrick is, in fact, of the small number of those for whom the school is not a means but an end. He commenced there as a simple teacher, passed successively through all the grades of primary and secondary instruction, and could say at the moment of quitting his charge, not expecting to be recalled so soon: 'After more than thirty years passed, without a single day of interruption, in the service of the public schools, I close here my professional career. It was the career of my choice, and my highest ambition. I had put into it all my heart, and found an opportunity to contribute, for my humble part, to the public good.'

"A glance at the public schools of Boston will suffice to make your readers appreciate the profoundly happy effect produced upon the direction of scholastic affairs by the continued influence, so rare in America, of a veritable pedagogue."—*From Le Journal des Instituteurs.*

Less than half of the children of Ohio go to school.

THERE is one phase of George Eliot's philosophy of especial value in every day life—that is, to compel ourselves to *do* right, whether we feel like it or not. Instead of our simply doing what we are impelled to do, she says:

"Our deeds determine us as much as we determine our deeds, and until we know what has been the peculiar combination of outward with inward facts which constitute a man's critical actions, it will be better not to think ourselves wise about his character."

There is a world of life philosophy here. Compel yourself to obey reason and conscience, and inclination will learn to adjust itself, for, truly, "Our deeds determine us as much as we determine our deeds."

THERE is a phase of education in the Government academies at West Point and Annapolis, which is worthy the attention of all educators. Those young men have large amounts of manual labor to perform. They have to slush decks, and tar ropes, and scrub and scour guns. There is no namby-pambyism there. A young man who is afraid of soiling his hands and boots has a rude shock when he enters these institutions. Nothing is too dirty or too hard for them to do, if it be within their powers. As a result we have *men*, not a lot of educated helplessness; men who can plough their way through life, making a furrow of their own; men who can plane a board, or dig a rifle pit, as well as read French. We need more such men-producing institutions. There is abundant need for many more schools of an industrial character.

THE calculations on the observations made upon the late transit of Venus are of such a complicated and elaborate character that it will be some time yet before they will be concluded. The distance of the earth from the sun is generally given as 96,000,000 miles, but experiments on the absolute velocity of light have led astronomers to the belief that it is only about 92,000,000 miles.

HON. R. D. SHANNON, State Superintendent of Missouri, in his late report urges, as improvements: 1. To employ the entire time of the County School Commissioner; 2. To increase the school term from four to six months; 3. To provide for a Normal Institute in each county.

A MAN entering into life, says Ruskin, ought accurately to know three things. First, where he is. Second, where he is going to. Third, what he had best to do under the circumstances.

THE Cherokees have eighty common schools; the Chickasaws fourteen; the Choctaws two public and fifty district schools; the Creeks three public and thirty district schools.

THE last election of members of the London School Board was a complete triumph of "free" over the "denominational" or church schools. The president and the four women elected are liberals. Every woman who offered herself as candidate has been triumphantly returned.

A BOSTON idea is to provide practical schools for mechanics. Machine shops are to be established in which instruction may be supplemented with work.

ZUCCATO'S PATENT PAPYROGRAPH.

400 Autograph Copies of any Writing, Illustration, Design, Notice, Map, Table, Examination Paper, &c.,

Can be produced by the Papyrograph in an hour with an ordinary copying press.

Men in all kinds of business, and in schools of every grade, will find it invaluable, and that there is no limit to its practical use.

Send for Circulars and Catalogue of prices. Address,

PAPYROGRAPH CO.,

43 and 45 Shelucted Street,

NORWICH, CONN.

A GOOD OFFER!

Any teacher who takes an interest in Music, may procure an

UNABRIDGED DICTIONARY,

Without costing him a cent, by writing to

J. O. WEAVER,

Manufacturer of the YORK COTTAGE ORGAN,

304 West Market Street, York, Pa.

THE BOOK FOR THE TIMES.

ANDREW'S
Manual of the Constitution.

MANUAL OF THE CONSTITUTION OF THE UNITED STATES,
Designed for the Instruction of American Youth, in the Duties, Obligations, and Rights of Citizenship.
By ISRAEL WARD ANDREWS, D. D.,
President Marietta College.
408 *pp.*

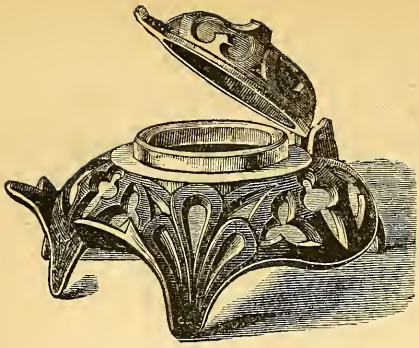
SCHOOL EDITION.—12mo. cloth. **$1.50.** Supplies for first introduction, and sample copies by mail post-paid for examination with a view to introduction, **$1.13.**
LIBRARY EDITION.—8vo. full sheep. **$2.00.**

"THE NATION'S" REVIEW
—OF—
ANDREW'S MANUAL OF THE CONSTITUTION.

"President Andrews states in his preface that this work grew out of the researches which he found himself compelled to make in order to prepare himself for the duties of the class room; but that 'a conviction that a knowledge of our government can not be too widely diffused, and that large numbers would welcome a good work on this subject, has led to the attempt to make the volume a manual adapted for consultation and reference by the citizen at large.' There is a third function of this Manual which also deserves to be pointed out, and that is the instruction of foreigners as well as of native citizens in regard to the nature and historic development of our institutions. In each aspect of its usefulness, the work can not fail to meet with approval, *and as a text-book it is by all odds the best of its kind. We hope that every effort will be made to introduce it into our schools and colleges.*

"The Constitution is too apt to be regarded (if not taught) as a definite and self-interpreting instrument, and arguments as to what is and what is not constitutional are usually conducted as if the gravest questions could be settled by any one who had a good memory of the text, or who had access to an index or concordance to our national charter. Ideas like these are effectually dispelled by Andrew's Manual, which records in detail the organization and growth of each department of the Government, and shows the Constitution to be something more than the skeleton framework of '87 plus a certain number of amendments. * * *" —*The Nation.*

WILSON, HINKLE & CO.,
Publishers Eclectic Educational Series.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

—:—

JAS. M. GARNETT, LL.D., Principal.

—:—

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF
GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

"A Letter—A Sign—Manual of Culture."— ***

Construction, Diction and Decorum of Correspondence.

HOW TO WRITE LETTERS.

A Text-Book for Schools, and a Reference Book for Private Use.

Showing the correct Structure, Composition, Punctuation, Formalities and Uses of the various kinds of LETTERS, NOTES and CARDS, including rules on Orthography, Capitals and Punctuation, and the uses, abuses and forms of Clerical, Civil, Political, Military, Naval, Social, &c., Titles and Addresses. By J. WILLIS WESTLAKE, A. M., Prof. English Literature, Penna. State Normal School—264 pages, cloth, $1.00; fine gilt, $150. Sent post-paid on receipt of price. Special rates for schools in quantities.

ANOTHER EDUCATIONAL ADVANCE.

LLOYD'S

LITERATURE FOR LITTLE FOLKS.

Boards, 50 Cents. Cloth, 75 Cents.

FIRST STEPS IN THINGS, THOUGHTS, WORDS, SENTENCES AND CHILD-LITERATURE.

—BEING—

Select Gems from Standard Authors, and Easy Lessons in Composition.

By ELIZABETH LLOYD, M. S.

ALWAYS KEPT AHEAD!

BROOKS' UNRIVALLED SERIES

—OF—

ARITHMETIC, ALGEBRA AND GEOMETRY.

The Best for Schools and the most Practical for Business.

Primary, 25. New Mental, 38. Algebra, $1.25. Geometry and Trigonometry, $1.25
Elementary, 50. Written, 95. Geometry, 84.

NORMAL HIGHER ARITHMETIC (just out), $1.38.

BROOKS' NORMAL MATHEMATICAL SERIES has stood the practical test of CLASS USE triumphantly in hundreds of cities and towns, and thousands of country schools.

From Prof. JOSEPH W. WILSON, A. M., *Prof. Practical Mathematics, Philadelphia High School, Pa*:—"I consider Prof. Brooks' Series the best published."

From Prof. J. BALDWIN, A. M., *President Kirksville Normal School, Mo.*:—"BROOKS' NORMAL MATHEMATICS are, deservedly, recognized as among the best."

From Prof. J. T. GREGG, *Sup't. Salem City, Oregon*:—"Decidedly and unquestionably *the best I ever saw*.—Must be studied to be appreciated."

Raub's Normal Spellers 25, 38 — Fewsmith's Grammars - - - 45, 65,
Pelton's Outline Maps - $25 — Peterson's Familiar Sciences 80, $1.60.

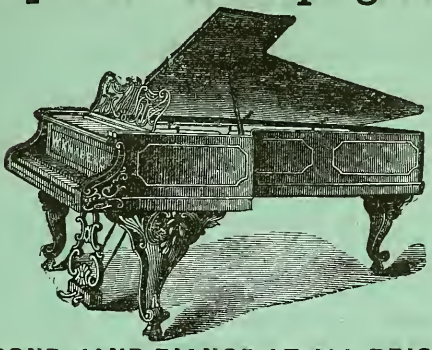
☞ Full Catalogues of SOWER, POTTS & CO'S PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

THE ONLY ONE AWARDED CENTENNIAL MEDAL.

DR. JOHNSON'S
$30
HEALTH-LIFT
FOR HOME USE.

IS THE CHEAPEST, BEST AND MOST POPULAR.

Embodies all the merits of other Lifters, besides having advantages peculiar to itself, being the

Lightest, Simplest, most Compact, Ornamental and Convenient.

Highly commended by thousands of Physicians, all Classes of Professional Gentlemen, and Brain-Workers generally, and by all kinds of Sedentary People, and Chronic Invalids of every sort.

Send stamp for Illustrated Circular.

AGENTS WANTED.

J. W. SCHERMERHORN.

14 Bond Street, New York,

Publishers, Booksellers and Manufacturers of School Material.

To be seen at store of J. W. Bond & Co., and also with M. A. Newell, Principal State Normal School, of Baltimore.

ECLECTIC GEOGRAPHIES

By A. Von STEINWEHR,

COMPLETE SERIES IN THREE BOOKS:

Eclectic Primary Geography, No. 1;

Eclectic Intermediate Geography, No. 2;

Eclectic School Geography, No. 3.

PRICES.—I, Retail; II, Introduction Price; for first introduction into schools where not already in use; III, Exchange Price; for first introduction into schools, in exchange for the corresponding old books of other series in use in the schools.

	I.	II.	III.
ECLECTIC PRIMARY GEOGRAPHY, -	**$0.80**	**$0.60**	**$0.40**
ECLECTIC INTERMEDIATE GEOGRAPHY	**1.50**	**1.13**	**.75**
ECLECTIC SCHOOL GEOGRAPHY, - - -	**1.80**	**1.35**	**.90**

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, at Introduction price (2d column).

Superior in the following important particulars:

1. **Compactness.** Only three books in the series. The School Geography, No. 3, includes a treatise on *Physical Geography*, sufficiently complete and extensive for Common and High Schools, obviating the necessity of a separate text-book on that subject in schools where the Eclectic Geographies are used.

All superfluous matter and statements of facts foreign to the subject have been carefully omitted.

II. **Uniformity of Plan.** There is a uniformity of plan in arrangement and presentation of the subject which greatly facilitates the progress of the pupil.

III. **Gradation.** The series, and each book of the series, is graded easily, naturally, and in a manner to best adapt them to the use of schools.

IV. **Map-Drawing.** The system of Map-Drawing taught is most simple and practical, and is embodied in the books and not in a separate treatise.

V. **The Map Questions** are on the pages facing the Maps.

VI. **The Pictorial Illustrations** were designed and engraved by the best artists, expressly for these books. They are all new and instructive, and they vividly illustrate the text.

VII. **The Statistical Tables** are compiled with the utmost care and accuracy, from the latest reliable sources.

VIII. **The Maps** show distinctly the Physical features, as well as the Political boundaries of the country, and are the most beautiful, the most clearly engraved, and the most accurate of any American Maps. They are the result of long-extended, careful labor, subjected to critical revision, and are generally conceded to be *the best.*

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

Vol. III. April, 1877. No. 8.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE
The Country School. IV	715
Shall the State Pension her Teachers?	719
Education in China	724
Teaching and Teachers. IV	731
The Forerunners of Columbus	736
In the School-Room	745
The Schools of Luther and Loyola. I	749
Questions for Teachers	752
Editorial Department:	
The Superintendent's Section	753
The American Institute	754
National Education	754
Prof. John S. Hart	754
Prof. E. B. Taylor	755
Text-Books in Ohio	755
Education in Rhode Island	755
Teachers' Wages in Nebraska	755
Corporal Punishment in Iowa	756
Book Notices	756

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:
PRINTED BY KELLY, PIET & CO.,
No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.
The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.

Creery's Grammar School Spelling Book.....60 Cents,

Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.

Newell & Creery's Second Reader.....50 Cents.

Newell & Creery's Third Reader.....75 Cents.

Newell & Creery's Fourth Reader.....90 Cents.

Newell & Creery's Fifth Reader..... $1.25.

Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History, with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.
Each.....20 Cents.

Kerney's Catechism U. S. History.....25 Cents.

Kerney's Catechism Sacred History.....25 Cents.

Wilson's History of American Revolution..... $1.50

History of France..... $1.75.

Manual of Catholic Church History..... $1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.

Historia Sacræ.....50 Cents.

Phaedrus.....50 Cents.

Ovid, Part 1.....50 Cents. **Part 2**.....75 Cents.

DeGournay's First Steps in French.....60 Cents.

Fables de la Fontaine.....75 Cents.

Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.

Louage, Moral Philosophy..... $1.50.

The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.

Weekly Report Books for Schools, per dozen..... $1.25.

Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.
Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,

174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. APRIL, 1877. No. 8.

THE COUNTRY SCHOOL.

IV.

The school system of Maryland requires the country (primary) school to be organized by grades and to be conducted according to the subjoined schedule:

FIRST GRADE.—1. The Alphabet; spelling and reading Primer, or one-half of First Reader. 2. Printing capitals and small letters. 3. Counting objects as far as 20. 4. Writing figures as far as 20. 5. Adding, subtracting, multiplying and dividing by 2, orally, as far as 20.

SECOND GRADE.—1. Reading and spelling to the end of First Reader. 2. Printing words and sentences from First Reader. 3. Counting as far as 100. 4. Writing and reading figures as far as 1,000. 5. Adding, subtracting, multiplying and dividing by 3, 4 and 5, as far as 1,000. 6. Writing on slates in current hand.

THIRD GRADE.—1. Reading and spelling to the end of Second Reader. 2. Copying on slates the lessons of the Reader. 3. Spelling, one-half of Primary Spelling Book. 4. Writing and reading figures as far as millions. 5. Adding, subtracting, multiplying, and dividing by 6, 7, 8 and 9. 6. Writing in Copy-book No. 1. 7. Oral lessons in Geography, including the Maps of Maryland and the United States.

Fourth Grade.—1. Reading and spelling to the end of Third Reader. 2. Spelling—Primary Spelling Book completed. 3. Copying of lessons in Third Reader. 4. Elementary Arithmetic, through Long Division and U. S. money. 5. Writing—Copy-book No. 2. 6. Geography—Oral Lessons—Maps of North and South America. 7. Grammar—Oral Lessons—distinguishing the parts of speech, and the different kinds of simple sentences.

Fifth Grade.—1. Reading and Spelling to the end of Fourth Reader. 2. Writing Lessons in Fourth Reader from Dictation. 3. Spelling—Advanced Spelling Book—one-half. 4. Elementary Arithmetic completed. 5. Writing—Copy-books Nos. 3 and 4. 6. Grammar—Oral Lessons—Parsing and Analysis of easy sentences. 7. Geography, one-half of Intermediate Geography.

Sixth Grade.—1. Reading and Spelling to end of Fifth Reader, alternate with History of the U. S. 2. Spelling—Advanced Spelling Book completed. 3. Practical Arithmetic completed. 4. Writing—Copy-books Nos. 5 and 6. 5. Grammar—Elementary Grammar completed. 6. Geography—"Intermediate" completed. 7. Easy Lessons in Composition.

We have already weighed the principal theoretical objections against such a scheme. There remains still to be noticed the great practical obstacle which lies in the way, namely, that it is very difficult to make a beginning. Here, as in so many other instances, it is the first step that costs. A teacher looks at the programme and looks at the pupils, and finds that they do not fit together. The pupils, like untrimmed hedges, have grown all out of shape. A boy who should be placed in the sixth grade in Arithmetic belongs to the fourth grade in Grammar. A girl who should be placed in the fifth grade for Reading, can only reach the third grade in Arithmetic. The posts seem to be all round, and the holes all square. What is to be done? It is impossible, either by this or any other method, to find a place exactly adapted to every scholar. The entire work of the teacher is a series of compromises, and tentative adaptations, carefully adjusted to particular emer-

gencies. Theoretically, pupils should be graded according to the study in which they are lowest. In practice this would raise such an outcry as few teachers could withstand. Parents and pupils, however indifferent they may be about other and more important things, are tenacious of rank, and will resent, almost as an insult, any interference with their scholastic standing. It would not be wise to attempt to break down this feeling, for the exercise of it, under proper restraints, will be found a great stimulus to good work. When the grades are once established, the desire of promotion is a healthy motive, which may be allowed to operate within due limits. In re-arranging a badly graded school, it will be found best to place every pupil in the grade corresponding neither to the highest nor the lowest, but to the average, of the studies. It will not be difficult to show him that his interest will thus be promoted. But in whatever grade he is placed, he must be made to understand that he cannot leave that grade till he has mastered all the work assigned to it. This is the essential principle of a graded school. If this is not rigidly observed, the school will soon ravel out and show ragged edges.

The pupils having been divided into sections or grades, the next duty of the teacher will be to construct a time-table. For this no specific rules can be laid down; but some general principles may be mentioned. Each grade should have a fair proportion of the teacher's time. Every pupil should recite three times (and, if possible, four times) every day. The longest and heaviest recitations should be in the morning. Definite time should be allowed for opening and closing school, and for general exercises.

It is impossible to make a time-table that will suit every school; and next to impossible to make one to which some teachers might not make a reasonable objection; but the following scheme may be useful, and may be readily altered to suit special cases.

It will be noticed that no provision is made for pupils above the sixth grade, but where such pupils are present it may happen that one of the other grades is unrepresented. It is

also assumed that in some one recitation, the first and second grades may join together; as also the fifth and sixth. If this is impracticable, the first and second can have each one-half of the fifteen minutes assigned to them jointly; and the fifth and sixth can recite on alternate days.

TIME-TABLE.

9.00 to 9.10.....Opening Exercises.
9.10 to 9.30.....Sixth Grade recites.
9.30 to 9.45.....Fifth " "
9.45 to 10.00.....Fourth " "
10.00 to 10.15.....Third " "
10.15 to 10.25.....Recess.
10.25 to 10.35.....Second Grade recites.
10.35 to 10.45.....First " "
10.45 to 11.00.....Sixth " "
11.00 to 11.10.....Fifth " "
11.10 to 11.20.....Fourth " "
11.20 to 11.30.....Third " "
11.30 to 11.40.....Second " "
11.40 to 11.50.....First " "
11.50 to 12.00.....Singing, or other General Exercise.
12.00 to 1.00.....Noon intermission.
1.00 to 1.10.....First Grade recites.
1.10 to 1.20.....Second " "
1.20 to 1.30.....Third " "
1.30 to 1.45.....Fourth " "
1.45 to 2.05.....Writing, in all grades.
2.05 to 2.20.....Fifth Grade recites.
2.20 to 2.35.....Sixth " "
2.35 to 2.45.....Recess.
2.45 to 3.00.....First and Second Grades recite.
3.00 to 3.15.....Third Grade recites.
3.15 to 3.30.....Fourth " "
3.30 to 3.45.....Fifth and Sixth Grades recite.
3.45 to 4.00.....General Exercises and Closing.

Such a time-table should lie on every teacher's desk, and a copy should be posted in some conspicuous place in the school-room. After the word "recites" the subject of the recitation should be inserted. If the recitation is not daily, the day can be inserted also, thus: "Sixth grade, History, Mon. and Wed.; Geography, Tu., Th. and Fri." Even an inexperienced teacher will have but little difficulty in filling up such a table of recitations. The difficulty is to determine what pupils should be doing when they are not reciting. This is the knotty point in the problem of the country school, and to it we shall address ourselves next month, though we cannot promise anything better than an approximate solution.

SHALL THE STATE PENSION HER TEACHERS?

This question is one of deep interest to the teachers, but it is one that I consider touches the future success of the educational interests of the State. Of so great importance is it, that is seems strange to me, it has not before this received the serious attention of our leading educators.

The future prosperity or decline of the State depends in a great degree upon those who are now the recipients of our labors. How great then is the responsibility resting upon us, that we faithfully discharge the duties devolving upon us.

That the true position of a teacher in the community was, for a long time, not appreciated by society at large, is a fact none dare deny; that that opinion, which was held for years, is fast giving way to a better feeling, is also a fact which we are glad to notice, and one which shows that the people are awakening to the great importance of a thorough system of education for the youth of the State. They are also beginning to learn that, to fill the position of a teacher, there must be a special preparation on the part of those who follow this profession. That the theory of teaching may be acquired, the State has endowed a Normal School, after leaving which come

the years of practical training in the daily routine of the school-room, and with these years of practical experience does the usefulness of the teacher increase.

What means does the State employ to attain the end looked for,—the education of all the young within her borders? She has adopted what has been acknowledged by many to be one of the best systems to be found in the United States. We have earnest men in the counties overlooking and directing the working of this system, yet, when we look at the work actually done, is it what should have been accomplished? Has the quality as well as the quantity of mental training been what the State should have expected? I think not. If not, upon whom shall we put the blame? "Upon the teacher, of course," says one. "We pay him and he ought to do the work." Of course he should, and if, Mr. Judge, you will enter a large majority of our school-houses, you will find earnest men and women honestly laboring and toiling for the little pittance that is doled out to them four times a year. A year hence go again, and many new faces will greet you from the teacher's desk. Asking for the teachers of the year before you learn that they found it did not pay to teach when other professions or vocations promised much larger returns at once, as well as a brighter hope for the future. Ah, sir, you will find the lack of quality in the work done, as also the quantity, proceeding from the fact that too many of the teachers lack experience, not the will. They do their best, the fault is not alone with them. It is with the State, in not making proper provision to retain useful teachers after they are once employed, and a meagre salary will not do this.

In times of great danger, when our nation's honor is at stake or her safety imperilled, we find huge placards posted everywhere, offering large bounties in addition to monthly payments to those who will enlist in defense of the nation. And as a further inducement, a future yearly amount is pledged for the support of self or family in case of disability or death. Examine the long lists of pensioners upon the public bounty,

and count the thousands and millions of dollars annually paid for their support. It is nothing but right that they who imperil their lives for their country should be well provided for in their disability, or if their lives are sacrificed, then the country should prove husband and father to the stricken widow and orphans. Now I would ask the question: Is the soldier of more real use to the moral and commercial interests of our country than the teacher? Is it better to guard our health and with an ounce of prevention ward off disease, or wait until we are burning with fever and racked with pain, and then take the pound of cure with its attendant risks of failure and death?

Why is it that the pen is fast becoming a greater power than the sword? That international questions are so frequently settled by appeals to reason through arbitration rather than an appeal to arms as of old? Is it not because the people of every nation are becoming more enlightened and more conversant with their own welfare? And whence this knowledge? Is it not from the removal of ignorance, and its companion vice, from among the masses of the people, and extending to them a means of thorough education? This being the case, is not all credit due to those through whom these principles of morality are diffused throughout our country. Though we acknowledge that very much has been done by the public school teachers of Maryland, yet we claim that more could have been done had the State made provision for retaining the good teacher when once engaged. There are some few individuals, who, in candor, give to the teacher the credit he deserves for his labor. Realizing the fact that the children are more under the eye of the teacher than of the parent, and are taught almost exclusively by the teacher, is it not strange that communities as well as individuals have not learned the value of a true, earnest teacher? Upon this point J. G. Holland writes as follows: "I hold the teacher's position second to none. The Christian teacher of a band of children combines the office of the preacher and parent, and has more to

do in shaping the mind and morals of a community than preacher and parent united. I have no words to express my sense of the importance of your office. Still less have I words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities and the most devoted Christian purpose. Why, the teacher should be the strongest and most angelic man that breathes. No man living needs higher qualifications for his work. No man living is entrusted with such precious materials. No man living can do so much to set human life to a noble tune."

How high is the encomium thus given to the public school teacher! Are we deserving of it, or do we lack the qualities mentioned above as going to make up the true teacher? Having voluntarily assumed the responsibilities now resting upon us, we should bend every energy of our being to the task before us; and if, after a trial, we find that we are not endowed with those attainments, and have no inclination to gain them, then let us give up the positions we hold, and not be stumbling-blocks in the way of our associates' success.

But in what way can the State aid the teacher in becoming more worthy of her parental care and bounty? We answer,—let every County Board hold each teacher responsible for the performance of certain work, holding out a reward to those who perform, and immediate discharge to those who fail. Let the State authorize the various Boards to pledge additional compensation to every teacher, who for a term of years has taught satisfactorily. For instance, to those who have taught ten years an additional 20 per cent. on local salary, for fifteen years, 25 per cent., &c., and further, to those who wear out from long active service an amount sufficient for their support, or in case of death an annual sum for the support of wives and children or other dependents. In addition, to notify all that, for the liberality thus extended, the State would expect full work to be done, and in case of failure, the delinquent to be at once debarred the privilege of teaching in the State. Were

this done, can any doubt the result? Would not every school district in the State soon be in charge of earnest, active, capable teachers? Most assuredly they would. We would not find so many seeking entrance to other professions through the teacher's chair! No, but we would find workers, whose hearts are in their labor, gathering experience with each year, and with each year sending pupils out into the world, fully armed and equipped for the battle of life, an honor to their race, well prepared to bear the burdens of their State, and return to her in their labors the fruits of her generosity.

In some of the countries of Europe, after an experience of many years, we find that to retain productive talent in their corps of teachers, they have been compelled to award them pensions, and their action already shows the best educational results.

But we of this country have at present nothing to look forward to in the future that can give pleasure. Indeed, to those who have families, the outlook is not only gloomy, but heart-rending. To think that after you have spent the strength of body and mind in public service, you are in old age to be cast aside as utterly worthless, or in death leave the loved ones, endeared to your hearts by many sacred ties, to the cold charities of the world, is not calculated to retain useful teachers in the schools when other vocations are open. As the disabled soldier, or his widow and children, claims a support in return for faithful service, so should we demand at the hands of the State a just recompense for our labors.

I know not in how many counties this question has been discussed, but I believe that old Queen Anne started the ball, and let us, her representatives, be awake and doing to keep up its motion until every district in the State shall have felt its power, and then, I think, we can with some assurance gather the united efforts of the three thousand teachers, and roll it into our Legislative Halls with such force, that they whom we send to enact laws for the good of all, will return us in answer: "The State of Maryland will pension her teachers."

Wm. E. Thompson,
100 Queen Anne's County.

EDUCATION IN CHINA.

It may, perhaps, be interesting to some to know a little of the system of education that prevails in China. The respect paid to learning by the Chinese is well known; it descends to the most trifling materials employed by a scholar, so that his ink, ink-slab, pencil, and paper are popularly designated "the precious things." For the slightest scrap of paper that has been written on, there are receptacles in public places bearing the inscription, "Reverence and pity the character"—in which to deposit all such paper, and from which, at intervals, it is removed and burnt at the shrine of learning. Learning takes the first rank in China; its aristocracy is an aristocracy of scholars, and even military mandarins are socially inferior to the civil officers of the Empire. Education in China is entirely undenominational and secular. The pupils are admonished with many a moral maxim, and the greatest respect is inculcated for the sages of past ages, but there is no connection between education and idolatry, nor are pupils, directly or indirectly, indoctrinated into the religious systems of Buddhism or Taouism. It is the influence of the home alone, and especially of the mother, that leads to the propagation of idolatry.

In the case of children of rich parents, private tutors are employed, who, in ordinary cases, receive a salary of £6 to £15 per year, living with the family. This sum is about equivalent to a private tutor in the United States receiving from $400 to $1,000 a year. Where more highly educated men are engaged as tutors to the elder sons of a wealthy man, the rate of pay varies between £30 and £70 a year. But such men are mostly high graduates not in official employ.

Schools abound everywhere; there is not a village or a hamlet in the country without one or more schools. Some of these are opened by needy scholars on their own account, who are glad if they can earn three or four dollars a month, and

often have to supplement their slender means by practising medicine, or, in the case of the very poor, by telling fortunes. Frequently, neighbors will agree to engage the services of a teacher between them, and the school is held in the house of the proposer if he has an empty room. In such cases the number of the pupils never exceeds eight or ten; while in the lower class schools, open to any who choose to attend, there are sometimes as many as thirty scholars. The schoolmaster never employs an assistant. The fees paid in these schools vary with the age of the children or the grade of the school; for the youngest scholars perhaps a shilling a month would be a fair average of the cost of tuition for each child, while for elder ones as much as four shillings to eight shillings will sometimes be paid. In all cases the school fees are paid three times a year, and are accompanied with a small present of food. There are no boarding, charity, or infant schools in China. Girls are occasionally educated along with their brothers by a private tutor, and an educated woman is treated with marked respect; but the very way in which a lady who can read is regarded is proof how few there are who are able to do so. There are no schools for girls, nor is it considered disgraceful for the daughters even of rich and educated men to grow up utterly ignorant.

The age at which a boy begins his education is about six years, until which age he is allowed unlimited time for play. On the morning fixed for his introduction to the school his mother brings him some poached eggs to eat, instead of his usual basin of rice, with the object of loosening the tongue and imparting wisdom, after which he is led by his father to the school. Here a servant has preceded them bearing presents, and on their arrival the "new boy" is led up to a tablet or scroll hanging on the wall, on which is inscribed the name of some great sage, patron of schools and all schoolboys, and supposed to represent his spirit. Here, first the teacher, then the father, and lastly the pupil, prostrate themselves in reverence, after which they advance with much solemnity to the

middle of the school room, where a crimson cloth is spread on the floor, with a small bench standing in the centre. A little ceremony is again gone through here, the father insisting on the teacher sitting, while he as obstinately refuses, the friendly strife being compromised at last by their both standing, one on each side, while the overawed boy bows down to the ground, this time in reverence to his teacher. Four times does he knock his head on the floor, while the schoolmaster responds by a low bow; at the conclusion of which the father and the teacher salute each other and offer mutual apologies, the boy is shown to his seat, and the regular routine of school life begins. The scholars sit at little desks or tables, each with his ink-slab, pencils, and books before him, while the master sits at the end of the room. The school rooms are comfortless in the extreme. No fires in winter, windowless, no ceiling but the tiles of the roof, and no floor but the earth.

The schools are very noisy, all the children sing-songing their lessons aloud.

The hours are from 9 or 10 in the morning, till 6 at night, with four or five study hours at home for the more advanced pupils. No time for play—you never find a play-ground connected with a Chinese school—and no holidays but a week or so New Year's, and a break of a day on public festivals. This constant study would be injurious were it not that all the work is routine, and the diet so very light. The pupils are each taught separately, and they have no examinations. Corporal punishment is inflicted. The first thing taught is the characters of the letters and their sounds. After the pupil can make a thousand or so, and knows the sounds, the elementary work begins. The reading is varied with writing, and the greatest care and delicacy are required in drawing the letters.

By the time a boy is twelve or fifteen years old, he can usually repeat the greater part of the principal classical books, though still ignorant of their contents; and at this age numbers naturally leave school and enter business, where they are

taught to calculate (arithmetic is no part of the education of a Chinese scholar), and the routine of their future livelihood. Such remain, to the end of their lives, ignorant of the meaning of the books they have been for years so diligently committing to memory. Ludicrous illustrations of this occur almost every day, when one meets with numbers who are able to read all the characters in ordinary use, so far as giving their right sound is concerned, but are as ignorant of the meaning as though it were a foreign language. This is due to the fact that the spoken dialects of China differ so considerably in style from the composition employed in books, and the sounds in the two cases are also dissimilar. A Chinese book read aloud even to a Chinese scholar is quite unintelligible unless translated into the vernacular.

Those who wish to "go in" for degrees, continue their studies for several years beyond the usual time, and by the time a pupil is eighteen years old he is able to go up to his first examination, although no limit as regards age is affixed to any of the official examinations. The hours spent in preparation for this first trial have been increasing year by year, until probably he has become accustomed to work from day-break to midnight without any cessation except for meals, and absolutely without any exercise or recreation whatever. If he passes the examination, he for all this toil can wear a special button on his cap—as in some Universities the graduate is allowed to have a special hood to his gown—and he is exempt from corporal punishment. This degree—somewhat like our B. A., is called *sin-tsay*—"a cultivated talent."

These educated men who are called "Book Readers" are the opponents of all intercourse with foreigners, and, like the clerks of many other countries and of all ages, are often prime movers in fomenting disturbances among the more peaceably disposed populace.

The cost of obtaining the first degree is at least £20, and this is apart from all previous expenses incurred by tuition, cost of books, &c. Once in every three years a more important

examination is held at the capital of each province. This is open only to those who are already B. A., and not even to all of these, for local examinations of the graduates of the first degree are held repeatedly, and only the successful candidates in these local examinations are allowed to compete for the higher degree. These triennial examinations in the provincial capital are sources of immense excitement to the friends of the candidates, and the results are made known by special couriers.

Success confers the degree of M. A., and the graduate is called a "*Kii-jin,*" or "A promoted man." As yet, however, his promotion brings him no reward beyond the honor conferred by success. The money for all these examinations is raised by a voluntary contribution of friends—who feel promoted themselves by the success of a relative—or by incurring heavy debts which often remain unpaid to the end of life.

Only a limited number is allowed to pass, and the number for each province is a constant quantity. Thus, in the province of Kiangsu, which is the most densely populated of any of the provinces in China of 2,000 or 4,000 candidates for the B. A., not more than one-tenth succeed. For the intermediate examination of graduates 80 out of every 300 are usually selected to go to Nankin, the capital of this province, to compete for the higher degree. Nankin is the place of examination for the adjoining province, as well as for this one, and the number of students assembling there at the triennal examination is estimated at from 10,000 to 18,000, of which only one in a hundred can hope to be successful. The size of an examination hall in China can be imagined when it is remembered that a separate cell is provided for the accommodation of each student.

If not deterred by expenses, and if anxious for official employment, those who have obtained their Master's degree proceed the year after to Pekin, where candidates from all the 18 provinces are examined, about one in twenty of whom succeed in obtaining their doctorate and are called "entered

scholars." There are about 200 such successful ones every three years. These remain in Pekin, and are again examined in the Imperial palace and of the successful ones the first takes precedence as first scholar of the Empire for that year. Thus the way is open by a series of steps for the lowest of the people to rise to the highest official appointment, and to obtain the greatest emoluments in the Empire. None but actors or their children, the lowest grade of coolies, public executioners and torturers, and the children of openly immoral people, are prevented from competing in any of the examinations. But ability is not the only test. Purity is unknown, except in sentiment, and it is to be feared bribery is carried on here. Many try for years without succeeding, and in the examination halls of China, as in that of the London University, it is no unusual sight to see grey-haired and aged men making their last efforts to win success before they die.

The most extraordinary honor is paid to a successful candidate. The mandarins come in their chairs of state, processions are formed, and if the scholar is a poor man, his house is decorated at the public expense. In China (always the reverse of other lands) honor is transmitted upwards to one's ancestors, not downwards to one's posterity; and so on an appointed day an imposing procession is formed, in which the mother of the lucky scholar occupies the principal place, and thus the city is traversed with music and banners, and other insignia of state. Nor does the honor stop here; for days and weeks presents flow in from all parts, and feasts are given in succession, all testifying to the respect felt by the Chinese for literary ability.

The question arises: What can be shown as the result of this prolonged study, and of so many examinations? From what has been said it is hardly needful to state that a Chinese scholar, however clever he may be, possesses scarcely any information on the most ordinary topics. Of geography, history, figures, he knows next to nothing; of the history and uses of the commonest objects around him, or of the structure

and functions of his body, he is absolutely ignorant. There is not a scholar in the country (unless he has been specially taught the use of the abacus) who could work the simplest sum in multiplication or division. The synchronism between high tides and the new or the full moon has been noticed, but no one has ventured to suggest any dependence of the one upon the other. The extent of a scholar's information upon other subjects leads him to suppose that the earth is held in its place by an intangible substance, called *chi;* and the idea that China is the central kingdom of the world, all other countries being ranged round as though tributary and dependent, is too firmly embedded in the popular mind to be easily eradicated. Though the information imparted by the present mode of education is so slender, it seems that the training does, nevertheless, develop a high standard of intelligence. The only need is to direct it to useful objects. The memory, as can be readily supposed, is strengthened out of all proportion to the other faculties of the mind. Nothing is more astonishing than the retentive power of a Chinese scholar.

It has generally been supposed that the great stimulus to literary pursuits is a desire of obtaining office and wealth; but this may well be called in question when the small proportion of scholars who reap such benefit from their learning is remembered. Except in the case of those who are in office, a scholar is generally poor, and indeed he is unfitted by his training from earning a livelihood, save the precarious one of teaching or doctoring, while the dignity of his position is such as to forbid his ever turning to business.—*Abridged from the Quebec "Journal of Education."*

WHERE yet was ever found a mother
Who'd give her booby for another?—*Gay.*

WISDOM is sometimes nearer when we stoop than when we soar.

TEACHING AND TEACHERS.

IV.

After a delay of some months, I resume my subject, with no change in the views heretofore expressed. On the contrary, I have found them confirmed and strengthened by the views of many others. In Prof. Goodrich's Memoir of Dr. Noah Webster, occur the following words, which I consider worthy of a place in this Journal:—"His great principle was not to overdo,—to let nature have free scope, and to leave the development of the mind, within certain limits, to the operation of awakened curiosity directed to its proper objects. He, therefore, threw open his extensive library to his children at an early period of their lives, and said, in the words of Cotton Mather, 'Read and you will know.' He felt that children should learn to acquire knowledge by severe effort; that the prevailing disposition to make everything easy is unphilosophical and wrong; that the great object of early training is to form the mind into a capacity of surmounting intellectual difficulties of any and every kind. In his view, also, the young have much to learn in early life, the use of which they cannot then comprehend. They must learn it by rote, particularly the spelling of so complicated a language as ours; and all those systems which lead forward children no faster than they can understand and apply every word they spell, he considered as radically erroneous. He wished, on the contrary, at this early period of ready memory and limited comprehension, to store the mind with many things which would afterward be found of indispensable use; things which are learnt with the utmost reluctance, or rather, in most cases, are not learnt at all, in the more advanced stages of intellectual progress. He felt that there must necessarily be much of drudgery in the formation of a thoroughly educated mind. He thought it wise, therefore, to commence those tasks which it involves, from the earliest period at which the youthful intellect can

endure them. Upon these principles he constructed his Spelling Book, and other works for the use of children. He designed to make them instructive and not mere books of amusement." Whether the views of Dr. Webster are incorrect or unphilosophical is a question upon which many have passed judgment with more or less wisdom.

Probably most teachers at the present day make either too little or too much of *reason* in the education of the young. There have been many bad text-books used in schools, and many ignorant and incompetent teachers have required their scholars to commit to memory a vast amount of ill-assorted, if not useless matter, thus wasting the time of the pupil, if doing nothing worse. Consequently, some have gone to the extreme of almost completely discarding text-books, no matter how good, making but little of the memory, and everything of the reasoning faculties, insisting upon their development first and principally; and thus they reverse the true order of things—the order of nature and of Scripture. The first class, through defective training, if not real incompetency, having themselves but little knowledge of the *why* and *wherefore* of things, do little more than to require the words of another to be memorized, whether comprehended or not to any extent, and so the reasoning faculties of the child may be sadly and improperly neglected. The second class, for the reason stated above, and through ignorance of the true laws of mental development, seem bent upon doing violence to those very faculties which they appear to be so anxious to cultivate, at the same time neglecting the improvement of those for which the first years of the student's life are the most favorable.

I belong to neither class. I am a conservative, not only in religious and political matters, but as an *educator*. "I accept the situation," and am governed by the *constitution* of the human mind in the discharge of my duties to the young. The views I hold are the result of much thought, and no little experience. The child is before the man—the memory before the reason. Both should receive proper attention at the proper

time. It is not probable that the first class will get many enlightened persons, in an enlightened age, to approve of their course, or to follow their methods, but it is to be feared that the second class, by a show of superior wisdom, will entice some away from their safe moorings, and send them afloat upon untried waters, to return, if at all, with many sad disappointments. I have, therefore, more to say in regard to them.

"Prove all things; hold fast that which is good." "Make haste slowly." "In the middle course, there is most safety." These used to be thought good and safe maxims, worthy the consideration of all who would promote the best interests of mankind. But our modern lights, who take no counsel of the experience of the past, no longer seem to need them. They are a law unto themselves, and prefer to be their own guides. They frequently act, as if wisdom would die with them, even if it had not always lived with them. They go in for new departures, and would not for a moment be considered old fogies. They care very little for text-books. If they allow that the *good* are to be occasionally tolerated, they entertain of the rest—and for that I do not blame them—the same opinion that was had of Jeremiah's figs, viz., "*the bad are very bad.*" They discard the old methods, as not at all suited to the present age. It is true the eminent scholars of antiquity, and of subsequent periods up to our time, knew a few things; but we almost wonder how they learned them, as they did not live in our day to enjoy our modern educational advantages and appliances. Old fogies sometimes tell us—"There is nothing new under the sun." The modern lights assure us—"Old things have passed away, and all things have become new;" at any rate, they have not much love for the dust of antiquity, nor a great deal of reverence for bishop's mitre or priest's robes now-a-days—for ancient folios, or ancient usages. They are educational iconoclasts. They don't care to remember, if they ever knew, that the law of progress is a law of growth from a root already planted by the Almighty in the very groundwork of things, and no arbitrary innovation of human theory

or caprice. The branch, true to its root, therein finds its life and security; true to its law of growth, finds therein its progress. Stability and progress thus united constitute true reform, according to the Apostle Paul's doctrine, and the sooner we accept his views, the sooner will we become, what we all ought to be, *conservative reformers* in matters of education as in all things else.

The first duty binding upon us as true educators, is to see and understand things as they are, the actual, not the ideal. We are entirely in the dark in our aims to make things better, unless we know what they actually are. If a man claims even a greater wisdom than Archimedes, and professes to have found the standing place from which he may move the world, he must know where the world is, else his mighty lever will be of no use. As legislators have drawn up plausible constitutions on paper that have had no adaptation to the actual state of nations, and which have proved to be nothing but paper, and of no more practical worth than Plato's republic would be to a swarm of bees, or the constitution of the United States to the serfs of an oriental King; so some of our educational reformers have run into the same error, and not taking counsel of experience, have devised schemes that have had effects the very opposite to their expectations, and have learned in a bitter school that true progress means something far deeper than warring with all methods of instruction that do not come up to their standard of ideal perfection. The rash, unsuccessful experiments that many have made should have taught them that change is by no means always improvement.

Jesus himself, the founder of a new age, did not disdain to regard the existing order in his renewal of the race. He was not ashamed to be called a branch from a root planted of God for ages. He came not to destroy, but to fulfill. The whole tendency of his measures, the whole genius of his religion, teaches that progress is not destruction, but development; that we are not to root up, but to nurture wisely the stock from which we spring; that radicalism is always folly, and conser-

vative reform always wisdom. "First the blade, then the ear, then the full corn in the ear," given as the Scriptural law of development, indicates plainly the true method to be pursued in the education of the young, and the views of all conservative educators may be said to accord fully with the Scripture statement on the subject.

Though the remarks I have so far made may be considered general in their scope and design, I have had our common schools principally in mind in what I have said. While the altered habits of our people; the swifter whirl of life in these days of railroads and telegraphs; the increased intelligence of the masses by means of cheapened books, and above all the sharper competition of newspapers and lyceums, flooding the country with their printed and spoken syllables from one end of it to the other, may tend to increase the demand for higher culture in our common schools, let us not attempt too much, and spend means out of all proportion to the results to be obtained. As the preaching of such men as Chalmers, and Robert Hall, and John Mason, and Channing cannot become common, because such men are sparsely scattered over the world, and over the centuries of time; in other words, as such men in the church are rare, so we must not expect, by any educational reforms or appliances, to manufacture Miltons and Newtons to order, and so do not let us expend too much for the purpose. I would not be understood as underrating the advantages of a thorough education, or as making light of great literary attainments. But everything in its proper place. The Common School is not the High School, College or University. After all, something more than mere knowledge is needed. As in St. Paul's day, so in ours, there is something more excellent than the possession of the best gifts, however much they are to be coveted. But of this in the next number.

W. T. C.

No benefactor is like him who fills life with beautiful and noble ideals.

THE FORERUNNERS OF COLUMBUS.

(Read before the English-German Teachers' Association of Baltimore.)

The old and new world approach each other closely at one point; at the Behring's Strait only a narrow channel divides them, bridged over by a sheet of ice in winter time, and easily crossed by light canoes at any other season. The Aleutian Islands, of volcanic origin, stretching from continent to continent, even favor the supposition that both were once united, and afterwards torn asunder by some great revolution of the earth.

There we must look for the first settlers of America, although we have no historical knowledge of the time and circumstances. It is probable that the first pioneers were shipwrecked Chinese and Japanese sailors, thrown involuntarily by the Japan stream upon the American shore; we know that those two nations were among the first engaged in navigation and commerce. They must have found the northwestern shore of North America as uninviting as it is to-day, but their followers went farther south until they reached California. Near the mouth of the Gila and Colorado rivers, at the head of the Gulf of California, are yet seen the remains of a gigantic building of miles in circumference. This may have been their first stationary settlement; they afterwards advanced towards the table lands of Mexico, where they established a magnificent empire with a civilization, when Cortez conquered it, superior to that of Europe in some respects. Other tribes passed over the Isthmus of Panama and settled Peru. All the information we have in regard to the culture and civilization of the Mexicans and Peruvians points to Asia, and particularly Hindostan, as their fatherland. Three great waves of migration have emanated from that country at different times. We cannot tell the exact time, nor whether war, famine, or surplus of population caused them, but we can trace one, at a very remote time, to Abyssinia, where Hindoo refu-

gees established the first colonies of priests, bringing with them their distinction of castes, spreading their power, institutions, and civilization over Nubia and Egypt, and finally to Greece. The second, in all probability, went to Mexico and Peru. There is a marked similarity in the massive remains of architecture in the rock-hewn cities of ancient India, the ruins of Egypt, and the buildings which the first conquerors of Mexico and Peru found there. The third was from India; the movement of the Indo-Germanic races through a gap of the Hindoo-Koosh mountains westwards is more a matter of historical certainty, and only one of the incidents of the great migration of nations which unsettled and settled Europe during the fifth century.

I have alluded but slightly to the settlement of the Pacific shore of North America, and I intended to show particularly how the march of civilization in history had been almost invariably from east to west. The sun rises in the east; trade-winds, seeds, animals, and mankind have followed her course. Before I enter upon that part of my subject, I will only mention the mound builders of the Mississippi valley, the miners on Lake Superior and in North Carolina, etc. We do not know who these extinct nations were, that have lived and disappeared, leaving us only their silent cemeteries. We know that they were of a race different from the Mexicans and the red Indians, probably occupying an intermediate place. I hope to live to see the time when not only our antiquarians, but those of Europe, will search every foot of ground in this country, in order to throw light upon the hidden history of these lost nations.

I will pass over now to the traditions concerning the Atlantic shore of America. The Phœnicians were the first nation which developed a navy in the Mediterranean; sailing from cape to cape, from island to island, they soon reached the pillars of Hercules, our present strait of Gibraltar. They passed through it and entered the Atlantic Ocean. Here their watercourses separated, one running along the African continent

southwards, the other towards the north, near the shores of Portugal, Spain, France, Great Britain, and the islands north of it. In this direction they must have often come within a short distance of Greenland and the continent of America. They made discoveries in all directions, and founded commercial colonies. Afterwards the Greeks, Romans, Carthaginians, and Massilians followed their example. During their expeditions to the south, they soon discovered the Canary Islands, the "Happy Isles," as they called them. It is known that they circumnavigated Africa, seeking a direct sea-passage to East India, the great goal of all commercial enterprises in ancient and modern times. It is probable that the very sea-currents and winds, which are steadily blowing from the Canary Islands towards South America, and caused Cabral to discover Brazil accidentally, whilst he was endeavoring to double the Cape of Good Hope, drifted many Phœnician vessels in ancient times to the shores of America, making their crews involuntary exiles in the western world. Many a vessel to-day, bound for the East Indies, is driven to the Brazilian shore to refit and recruit. The same remark applies to the probability of Chinese and Japanese vessels being thrown upon the western shore of North America, by the black current of Japan. We cannot tell how far these ancient seafaring nations extended their expeditions, on account of the great secrecy with which they surrounded their commercial speculations. Much information was lost, when Alexander the Great destroyed the Phœnician city of Tyre. The Greeks, however, must have retained some of the traditions of the Phœnicians. They speak of the "Fortunate Isles," in which most geographers recognize the Canary Islands, others the West Indies. Plato tells us of the fabled Atlantis, a western island, larger than Europe and Africa combined, which had been submerged under the ocean by some great revolution. Greek historians give us a description of a great city on this island, which corresponds exactly with the knowledge we have of the city of Mexico as Cortez found it.

One of the most enterprising Greek colonies, Massilium, the present Marseilles in France, sent out bold expeditions. Its great merchant, Pythias, circumnavigated Great Britain and Ireland, and reached the most northern island, "Ultima Thule," probably the present Iceland. The Romans did not care much for these vague discoveries; they were extremely practical, great soldiers and statesmen. They only wanted to know the world, as far as they could rule it, and called that their "Orbis Terrarum," the extent of their world. The ancient maritime nations, the Phœnicians, Carthaginians, Greeks, as well as all others, bordering on the Mediterranean, became gradually Roman subjects. After the downfall of the western Roman empire, profound darkness reigned over all the countries under its control. The migration of nations which revolutionized all Europe, extinguished almost every vestige of civilization, and with it all geographical knowledge. The eastern Roman empire, threatened and occasionally overrun by barbarian hordes, had enough to do to hold its own, and protect itself, and paid but little attention to commerce, navigation and geography. The first dawn of light comes to us by the Arabs and Normans. As soon as the former had received the order from Mahomet to conquer and convert the world, and had almost succeeded in this mission, they showed an almost incredible zeal for the practical sciences, mathematics, astronomy and geography. As conquerors and merchants, they penetrated far into Asia and Africa, and extended their conquests and discoveries to the East India Islands and the Pacific Ocean in the east, and to Morocco, Spain and Portugal in the west. They explored the coasts of all the conquered countries, and their geographers gave detailed descriptions of them. Their expeditions must have gone far into the Atlantic Ocean. One of their writers, Edrisi, tells us of an association of shippers in Lisbon in the 12th century, The Almagrurin, "The Wandering Brothers." Eight of them sailed from Lisbon westwards, with the determination to penetrate into the farthest recesses of the dark sea, the Atlantic Ocean, and reached

an inhabited island after a voyage of thirty-five days, which they called Goat's Island. At the same time, when the Arabian travelers, warriors and geographers, were scouring every land and sea from India to Spain, another race in the north, so far hardly known, developed an unusual activity on the ocean, and gained unparalleled success. I speak of the Scandinavians or Normans, the first authentic discoverers of America.

There is no necessity for describing Norway or its inhabitants. They were compelled to look to the sea as their main source of subsistence, and may have been satisfied for a long time to restrict themselves to the shores of their native country. When Christianity in its northward course was carried into Scandinavia, most of the chief rulers adopted its faith. Many of the formerly independent chiefs, however, remained heathens, became dissatisfied, fought against the new state of affairs, and, when defeated, betook themselves and clans to their vessels, to roam over all the seas, in search of new homes. This spirit of independence must have been the origin of the adventurous, enterprising expeditions of all Scandinavian nations. Soon every sea was swarming with their ships; the success of some incited others to follow their example. Ruric established himself on the throne of Russia; Robert Guiscard on that of Naples; Rollo, the ancestor of William the Conqueror, took possession of the northwestern part of France, the Normandy. History does not show a parallel to the daring of these bold navigators, who, without compass, in their small, narrow, sharp-pointed boats, crossed the ocean fearlessly and engaged in expeditions, which we with all our modern nautical knowledge and improvements would consider hazardous. They conquered and partially settled England, Scotland and Ireland, became acquainted with the Orkney and Shetland Islands, and finally with the ancient Thule, our present Iceland. The first discoverer of that island, Naddod, himself a heathen, found there a Christian population. He and his successors founded a few colonies, and established a trading connection with the island in the year 861.

One century later, a Normanic Icelander, Gunbiarn, who had been driven by storms farther west, reported that he had seen land in that direction. One of his countrymen, Eirek, a bold, ambitious man, at once set sail to discover this country. He soon came to the southeastern cape of a country which he called Greenland, on account of the green pastures he found near the shore. He remained there during the winter, returned to Iceland, but soon came back with a colony of discontents, in order to establish an independent kingdom. These Normans evidently must have found the climate and condition of Greenland similar to that of their own native Norway, or they would hardly have made a regular settlement there. It soon became very flourishing, containing a large, European, Christian population, whilst the country is now so barren and desolate that only a few hundreds of whites inhabit it. This colony was founded in 986.

In 985 already Biarni, the captain of a Norman vessel, attempting to reach Greenland, was driven by the northeast winds along the coast of an extensive country, which from his detailed description must have been the territory of the present United States. He, however, did not land, but is probably the first European who saw the North American continent. After his return to Greenland, Leif, the son of its first settler, determined to explore the newly-found country. After a sail of six days he landed and called the shore Helluland, the land of large rocks, the present Newfoundland. A few days afterwards he landed again; as the country was more wooded than the last, he gave it the name of Markland, the land of woods, the present Nova Scotia. He then sailed round Cape Cod, and established a small colony south of it, in order to pass the winter of the year 1000. One day one of his favorite companions, a German, by the name of Tyrker, was found missing, but returned at last, with bunches of grapes in his hands, joyfully shouting, "Vines, Vines;" this circumstance gave the country the name of Vineland, probably the southern part of the New England States. After Leif's return several

organized expeditions were sent to Vineland for the purpose of establishing regular colonies. All these Norman settlements remained for a long time in undisturbed, commercial connection with Iceland and Norway. In fact Greenland was at that time in a flourishing condition; churches, convents and dwellings dotted its southern shore, signs of a prosperous population; a number of bishops held ecclesiastical sway over the people; in one of the Papal bulls of the 12th century, Greenland and a bishop of Greenland are mentioned. Its bold sailors even penetrated into Davis' Strait and Baffin's Bay.

I will mention only one more of their expeditions, which sailing in 1028 from Iceland to Ireland, started from there across the Atlantic, and struck the North American shore far south of Vineland, probably the present Virginia and North Carolina. They called it Huitramannaland, the land of white men, as they pretended to have seen, on landing, a solemn procession of white men, bearing crosses and white flags, disappearing in the forest. These Norman discoveries and settlements are unquestionable, historical facts. We can only account for the circumstance that the Normans preferred the cold, northern countries, like Greenland, to the warmer climate of Virginia and North Carolina by the fact that they were the genuine children of the North. It is probable that they visited Florida; it is even supposed they reached Brazil. At an excavation, made near the city of Bahia, were found the remains of a Norman fisher-hut, with all the fishing implements. We can trace these settlements through four centuries; then they gradually disappeared, probably in consequence of the epidemic diseases, which depopulated Europe in the 14th century, and spread also to Greenland, or of wars with the natives.

There seems to have been something like a general migration of nations in North America during the 12th and 13th centuries, caused by the establishment of the Mexican empire, and its encroachments upon the northern Indian tribes. Evidently the flourishing colonies of Greenland were crushed out of existence by the pressure of the savage tribes, which

were pushed from Labrador and Nova Scotia to the coast of Greenland. Nothing remains of them now but their graves, a few ruins of churches and runic memorial stones, and the traditions which are so masterly and vividly described in the Icelandic annals. It is only lately that we have become acquainted with them, and can prove the reality of this Norman discovery of America. This knowledge would never have become so completely lost at any other time, but, during the 11th and 12th centuries, the attention of all Europe was withdrawn from the west and turned to the east; it was the time of the Crusades. We are coming nearer to the discovery of America by Columbus. I will only mention two more traditions.

The chronicles of Wales tell us that after the death of Owen Gwyneth, his sons fought for the succession on the throne. One of them, Madoc, became disgusted with the strife and his home, and sailed westwards with a number of vessels to find a new country and wealth. He discovered a large, unknown land, and returned to Wales, where he organized a considerable expedition, in order to take possession of the lovely country he had discovered. He sailed in the year 1170, founded his colony, and returned once more with ten vessels for new settlers. Nothing more was heard of him afterwards. We cannot tell whether he had found Florida, the West Indies, the mouth of the Mississippi, or Central America. We have a similar tradition from the Venetians, once the proud rulers of the Mediterranean.

Towards the end of the 14th century, lived in Venice a wealthy, influential man, Nicolo Zeni. Anxious to see the world, he fitted out a large vessel, and sailed to France and England. In the waters of the North Sea he was driven, during a violent storm, in a northwestern direction (as must have often happened to Phœnician, Greek, Roman, and Norman shippers), and wrecked near the coast of a country which he called Friesland. Its king took Zeni in his service as admiral of the fleet. In this position, he undertook several

voyages, discovered many islands, and conquered their inhabitants. After his death, his brother Antonio stepped into his office. He also made many voyages and found new countries, which he made tributary to his king. One, in which there were many Christians, churches and convents, he called Engroneland, another farther west, where he found Latin books, Estatiland, next the large Island of Icaria, and farthest south, the great country of Drogeo, where he found a nation, living in a warm climate, with cities and temples, in which human lives were sacrificed. They showed some civilization, and had gold and silver. Later in life Zeni returned to Venice, wrote his memoirs, and sketched a map of his discoveries. This map, which was found after his death, showed real parts of America. When his memoirs and map became known after Columbus' discovery, they caused great excitement among the scientific men, were eagerly discussed, and at first considered doubtful. After many disputes they were recognized as genuine, but great doubts existed, where to locate Friesland, Engroneland, Icaria and Estatiland. It was believed that Friesland had been a large, populous island between Iceland and America, which had been gradually diminished in size by the encroachments of the sea, and finally submerged under the ocean.

On all the maps of the 16th and 17th centuries it became smaller and smaller by degrees, until it disappeared from them, because sailors failed to find it. Other more correct views point to the Faroe Islands as Friesland, whose size was only exaggerated by Zeni. They recognize Sinclair, King of the Faroe Islands, who had made himself independent of the mother country, Danemark; they take Engroneland for Greenland, Estatiland for Newfoundland, and Drogeo for the Carolinas, Florida and Mexico.

We find on Martin Behaim's first globe in the 15th century a large island, St. Brandan, located where Columbus found the West India Islands. A Portuguese tradition speaks of six Catholic bishops, who left the city of Porto in Portugal, when

the Moors overran that country, and founded a colony on a western island, the Isle of the Seven Cities; old maps place it near St. Brandan, another island in that neighborhood was called Antilia.

We have seen that a belief in a western world had existed at *all times* among the educated classes, but the development of the American continent had been a long dawn. For centuries it had danced before the eyes of the world like an "Ignis Fatuus," now and then glimmering faintly in the darkness; at one time it appears almost in bold relief, and is lost again, until finally Columbus and his successors fix it, and make it an established fact.

LEWIS C. HEUSER.

IN THE SCHOOL-ROOM.

In school-rooms having double-seating, pupils when studying or called to position for any purpose, occupy the end of their seats. A pupil's duty consists in quietly attending to his own business at his own desk, which is his place of business. He is never allowed to be turning around or idly gazing about the room, but is expected to keep busy with his school work. When visitors enter school, some pupils do no more than notice the fact, and not allow it to interfere in their duties. Pupils are often cautioned against acquiring a stooping position at their desks. With young children, frequent changes of position are necessary, and are always allowed and encouraged by the teacher, the only condition being that they shall change their positions so quietly as not to disturb their schoolmates. At their seats, pupils strive to keep the floor about them neat and clean, and everything about them in the best order, the rule being a place for every thing and every thing in its place. Whispering is fatal to proper school discipline, and is highly detrimental to the best interests of the pupil, and therefore is not tolerated. Making a noise with

the lips when studying is not permitted, except so far as it is unavoidable on the part of small children in the primary grade. Good order in the school is attained when each pupil quietly attends to his own business at his own desk. Absolute stillness is not at all desirable in a school-room, the little noise which attends busy work is natural, but noise resulting from idleness and carelessness works mischief.

Physical exercises shall be had not less than three or four times a day, for those between ten and twelve years of age. During recess, intermission and physical exercises, the teacher sees that the air in the room is changed. As a rule, not enough attention is given to the matter of thoroughly ventilating school-rooms.

Signals.—The movements of school and classes are regulated by signals. Signals from a teacher consist of strokes upon a muffled bell (usually one stroke for a signal) strokes of a pencil upon a book or table, letters of the alphabet, and counting. For the sake of variety, different signals are used for different exercises. The following are samples for signals: Two quick strokes upon a call-bell are used for stopping a school or class when in motion, and this signal from a teacher causes every member of the moving class to stop at once. Three quick strokes upon a bell is the signal for a class or school to be seated, and endeavor by another trial to obey a signal better.

A teacher seldom speaks to her school without first calling its attention by means of a stroke upon the call-bell, or a stroke of a pencil upon the table. Ringing or rattling a call-bell or drumming upon a table with a pencil, only increases any existing confusion, and should never be allowed as signals during school hours. After signals have been fully explained and understood, pupils are required to obey them. There should always be time enough given between two signals to enable pupils to obey the first one. The ordinary signal used by a pupil, is raising the right hand when he desires anything; and he seldom speaks to a teacher in school without first ob-

taining permission in this way. In raising the hand the pupil brings the palm to the front about as high as his chin, *never shaking the hand or snapping* the fingers, nor getting out of his place in the class so as to be disorderly. Pupils never raise hands in a class during recitation to make corrections till the pupil who is reciting has finished. Teachers often require pupils to use the following convenient signals:

4th. The whole palm raised to the front, indicates that the pupil is prepared to recite or explain and answer questions and give information.

3d. Raising three fingers is a request to leave the school-room.

2d. Raising two fingers indicates the pupil has a correction to make.

1st. Raising one finger indicates that the pupil desires to ask a question.

The advantages of formal order are many; it teaches obedience to properly constituted authority, regard for the rights of others, and leads the pupil toward self-control and regulation, and shows him that the highest good is to be sought and found in acting in combination and in harmony with his fellows.

Recitations.—After the schedule of daily exercise is once arranged, classes are worked exactly in accordance with its requirements. Punctuality can not be too strictly adhered to. In calling classes for recitation, the dismissal of one class is the signal for the next class to prepare to rise; at the second signal—a stroke upon a muffled call-bell—the class rises with books in hand, facing in lines the direction in which they are to move in order to reach the place for recitation; at the third signal they move quietly to the place of recitation with books closed. Boys carry books in left hands at their sides.

Girls carry books in the same uniform manner as the teacher directs, generally in the left hand, raised as high as the waist and resting against the person, the arm bent nearly at a right angle. The manner of carrying books should be easy and

graceful, or as nearly as possible like that of a lady carrying a small parcel.

From the fifth year of school or from eleven years of age and upwards, pupils, particularly girls, should be provided with recitation seats, and not be required to stand while reciting. During a recitation pupils do not lean against the wall, and when the teacher is instructing they stand with their hands folded behind them, giving their undivided attention to the instruction.

When the teacher calls "*Lesson,*" right hands are raised, and she asks some pupils or the whole class to announce the page and lesson; and pupils do not drop their hands till the right answer is given. At the signal "*Books,*" all books are brought to the front and opened at the proper page. Pupils hold books in left hands, the thumb and little finger on the pages, and three fingers on the cover; a pupil never holds a book high enough to conceal any portion of his face. The leaves of the book are turned from the top with the middle of the forefinger, as directed by the teacher; small children may hold the book with both hands till they gradually learn to hold with one.

When the school-room admits it, pupils stand a little distance apart, each one having a book of his own. The floor where the class stands is divided on a line, into spaces—twenty or twenty-four inches each—by brass-headed nails or chalk marks. When the recitation is finished and the next lesson assigned, the first signal is to close books and place them with hands folded behind; the second signal is to turn, facing the direction in which the class is to move in order to reach their seats; the third signal is to place hands at the sides for boys, and for girls as the teacher directs, and move quietly to their seats, carrying books as prescribed above. Pupils should never walk with their hands behind them. During recitation pupils give their undivided attention to their books or to their teacher. During the recitation the teacher's time belongs to the class which is reciting, and, so far as possible, she should

not allow interruptions. The length of time for a recitation varies with the ages of pupils. Pupils from six to eight years of age ought to have from five to fifteen minutes for recitation; those from eight to ten years of age from fifteen to twenty minutes; those from ten to twelve years of age from fifteen to twenty-five minutes.

In reading and speaking in class, pupils use full natural tones of voice, and are encouraged to the utmost activity and promptness in recitation.—DUANE DOTY, Ass't Supt. Schools, Chicago, in *National Teacher's Monthly.*

THE SCHOOLS OF LUTHER AND LOYOLA.—I.

All human history shows how intimately religion and education are related. The fortunes of the two have always risen and fallen together. Indeed the expression of religious sentiment and faith takes its character from that of the prevailing education, either to a blind following of authority, or to a rational belief upon evidence. Nowhere is the absolute relation of popular education and religious reform more emphasized than in the "Reformation" of the fifteenth century.

Luther's appeal to the burgomasters and town councillors in behalf of education is a marvel of eloquence. Some one has said that it is not only the stirring appeal of the leader of men, but the warning of a seer, as well,—the "burden" of Germany—Luther's voice, but God's call.

"Dear sirs," said he, "busy yourselves with the children. The property of a city does not consist in heaping up great treasures, or building strong walls, in erecting splendid mansions, in possessing glittering arms. If madmen fall upon it, its ruin will only be the greater. The true wealth of a city is to have many learned, serious, worthy citizens. And whom shall we blame for the lack, but the magistrates who have allowed our youth to grow up like the trees in a forest."

What noble words for the day in which they were spoken,

noble for any day because *true*, notwithstanding the modern aristocratic and anti-republican notion, springing up in the "east-ends" and "south-ends" and "west-ends" of our large cities, that the "poor are being *educated* out of their proper sphere."

Luther again: "The people that we want will not grow of themselves. We cannot carve them out of wood, nor hew them out of stone. *God will not work a wonder to help us when He has given us wherewith to help ourselves.* My good friends buy while the market is at your door. Make hay while the sun shines. God's grace is like a passing shower which does not return where it has been, therefore, lay hold and hold fast, whoever can; slack hands gather scanty harvests. As we hold the gospel dear, so let us hold learning fast." Never were braver, stronger words uttered.

How much he valued the teacher we gather from his own words. "The diligent and pious teacher who properly instructeth and traineth the young, can never be fully rewarded with money. If I were to leave my office as preacher, I would next choose that of schoolmaster, or teacher of boys; for I know that, next to preaching, this is the greatest, best and most useful vocation; and I am not quite sure which of the two is the better; for it is hard to reform old sinners, with whom the preacher has to do, while the young tree can be made to bend without breaking."

The following will give an idea of the Lutheran schools as organized by Melanchthon, the "Preceptor of Germany," and the colleague of Luther.

In the common city schools instruction was given every day for six hours, from six to nine o'clock in the morning and from twelve to three in the afternoon. Besides these school hours, there was religious instruction twice every week-day, and once on Sabbath, which all the pupils were obliged to attend. The schools were divided into three classes, each with its own teacher. The subjects taught were reading, writing, vocal music, Latin, logic, rhetoric, and religion. Besides the

common city schools, there were the higher city schools or gymnasia, in which were taught, besides the subjects already named, Greek, Hebrew, mathematics and philosophy. From these schools pupils passed to the university.

The new education was practical, from Luther's standpoint, and comprehended all the subjects of knowledge then accessible. He insisted upon the study of language, in order to a proper understanding of the Scriptures, and for reasons which we, in this day, can scarcely estimate properly. He says in his famous appeal, "Languages are the scabbard that contain the 'sword of the spirit;' they are the casket that guards the jewels; they are the vessels that hold the wine; they are the baskets in which the loaves and fishes are kept to feed the multitude. If we do not keep the tongues, we shall not keep the gospel. As the sun to shadow, so is the tongue itself to all the glosses of the Fathers."

Hallam thinks that during the period of the Reformation, so great was the zeal for religion, that mere human learning would have been neglected had it not been for Melanchthon, whose clear insight perceived the necessity of learning as a bulwark to religion itself, and a protection against the evil effects of the extreme enthusiasm of the time.

He says, "it was owing to him that both the study of the Greek and Latin languages, and that of the Aristotelian philosophy were maintained in Germany. Nor did his activity content itself with animating the universities. The schools of preparatory instruction, which had hitherto furnished merely the elements of grammar, throwing the whole burthen of philological learning on the universities, began before the middle of the century to be improved by Melanchthon, with the assistance of a friend, even superior to him in some respects, Joachim Camerarius. These men where the fathers of that pure taste and solid learning by which the next generation was distinguished."

In 1527 a large commission was employed in visiting the schools of Saxony. A year was spent in this visitation, and

the result was the "Saxon school system," the work of Luther and Malanchthon jointly, which was the foundation of the present system of German schools. The work of Luther, Melanchthon and Camerarius was taken up, developed and improved, by such eminent educators as Trotzendorf, who anticipated the Bell and Lancaster system, Sturm, Ratich and Comenius.—DELIA A. LATHROP, in *Indiana School Journal.*

QUESTIONS FOR TEACHERS.

Seeing that teachers change so frequently, and that they know how to teach when they are just ready to quit, how would it do to make the examination of teachers a little less scholastic and a little more practical? With this end in view, we suggest the following questions for the next examination of teachers:

1. What would you reply to a parent who said that, if teachers would not whip children, he'd like to know what teachers were good for, any way?

2. What would you do to stop gum-chewing? ($50 reward for the best answer to this poser.)

3. Take me for a pupil (by way of illustration) and show me how you would cure me of reading in a sing-song tone?

4. What will you do with a child who knows an answer but refuses to give it?

5. What is your plan of making pupils think of the meaning of what they say, instead of prattling senselessly like parrots, or droning it out like a hand-organ?

6. How do you induce pupils to know what a question is before attempting to answer it?

7. How can you make a child good, with his parents, and his church, and his street acquaintances, and the Declaration of Independence, and the Devil all operating against you?

8. Are you willing to bend your back in order to teach writing?

9. Will you let children write with short slate-pencils?

10. How will you manage to keep the slate-pencils sharpened?

11. Which are of the most importance, the little matters or the great matters in a school room?

12. What is your method of repressing all exhibitions of ill-temper in yourself?

13. Can you sit still and behave yourself before a crowd of children?

14. Would you be frank and honest in your dealings with children, or would you practice pious frauds upon them?

15. Are you going to pretend to be the father (or mother) of all the children in your district?

16. To what kingdom of nature do you hold that children belong—the mineral, the vegetable, or the animal?

17. "The animal!" Ah! very well. Are they all equally advanced in the scale of intellectual progression?

18. How do you teach children how to study?

19. Can you read? Do you write legibly? Do you know the multiplication table?

20. Can you *learn* to keep a diary and to make a monthly report to the principal?—*Chicago Teacher.*

EDITORIAL DEPARTMENT.

The Superintendent's Section of the National Educational Association met in Washington on the first of March. The attendance was slim, but the discussions were earnest and peculiarly interesting. Among other matters brought before the meeting was a proposition to charter a steamship and make the other necessary arrangements to convey a large party of teachers to the Paris Exposition in 1878. It was thought that the entire expense of the trip need not much exceed $200. Superintendent Wickersham, of Pennsylvania, is chairman of the committee which has the matter in charge, and will report at the meeting of the National Educational Association in August.

The National Educational Association will hold its seventeenth annual session in Louisville, Ky., on Tuesday, August 14th, and the two following days. A very hearty invitation has been given by the State and local authorities, and there is no doubt of the Association being cordially welcomed. Details of the arrangements (among which will be included an excursion to the Mammoth Cave after the close of the Association) will be published as early in May as possible. A pressing invitation was also received from Illinois, signed by the Governor and State officers, by the State Superintendent, by the Mayor of Springfield, the City Superintendent, and the members of the Board of Education; but it arrived too late to be fairly considered, Louisville having been previously decided on. Springfield is first in the field for next year.

The American Institute of Instruction, Dr. Thos. W. Bicknell, President, will hold its forty-eighth annual meeting at Montpelier, Vermont, on Tuesday, Wednesday and Thursday, July 10th, 11th and 12th. The leading railroads of New England will furnish free return tickets to members of the Institute, and excursions will be planned to the mountains, the lakes and the St. Lawrence.

The Maryland State Teachers' Association, Dr. James L. Bryan, President, will meet at Easton, Talbot county, on Tuesday, July 10th.

In all enlightened countries national education has been considered one of the first concerns of the legislator, and as intimately connected with the prosperity of the State. In free States, where the government is founded upon and is the organ of the public will, it is indispensably necessary that that will should be enlightened. It is the proud prerogative of free governments to be founded in virtue and intelligence. They go hand in hand; and by imparting a full knowledge of the rights of mankind, and securing obedience to laws framed with wisdom, and administered with impartiality, they give that happiness to the community which despotic power can never confer. In a republic, too, every citizen can aspire to the highest offices of the State. How deeply interested then is the community in the formation of a system (of education) which shall enable the youth of our country to discharge the high duties that await them.—*Gov. Nicholas of Virginia.*

One of the oldest and most indefatigable teachers in the United States, Professor John S. Hart, died suddenly at his home in Philadelphia on Monday morning. Prof. Hart was a native of Stockbridge, Mass., but was taken by his parents early in life to Philadelphia, and was graduated at Princeton College with such distinction that he received an appointment as Professor of Ancient Languages in that venerable institution while still a very young man. In 1842 he was called to Philadelphia as

Principal of the High School, in which position he achieved great success, retiring from it after sixteen years of service in 1858. His annual reports while at the head of this school were most voluminous and valuable. After his resignation he devoted himself to literary pursuits, which he had indeed always cultivated, and his various class-books and text-books, particularly in English and American literature, have made his name well known throughout the country. Three or four years ago he made the tour of Europe and returned home full of new and interesting literary projects. He was an enthusiastic Shakesperian, and made a particular study of the portraits of Shakespeare, the results of which he embodied in a series of articles. He filled for some time the chair of English Literature at Princeton College, and while discharging its duties compiled two excellent manuals, one of English and the other of American literature. In private life Professor Hart was universally esteemed for his qualities alike of head and of heart. He was sixty-seven years of age at the time of his death, and leaves a widow and one son, Professor J. Morgan Hart, of Cornell University.—*New York World.*

Professor E. B. Taylor said in a recent lecture "On the Philosophy of Languages," at the London Institution: "Should the extraordinary increase of English-speaking people continue at existing ratio, there will in twenty years be 860,000,000 of them, as against 80,000,000 of French or German. The English language bids fair to overwhelm all others."

Ohio does not want frequent changes of the text-books in her schools. Three bills are pending upon this subject. One of these provides that the Governor shall appoint three competent commissioners, whose duty it shall be to prepare or compile for publication the various series of school-books, corresponding in character to and not exceeding in number those now in use in the primary, secondary and grammar grades of the common schools.

In Rhode Island, with less than a quarter of a million population, 14,152 children attended school *less than one month* last year. The school population of Indiana is 679,230, and of this number 162,960 *did not go to any school*, public or private, last year. In Ohio *less than one-half of the children go to school.* With such statistics as these, with a free school system in operation, what might we expect if it were abolished and private enterprise established in its place.

Nebraska is a State possessing wisdom beyond its years. It pays male and female teachers exactly the same wages for the same work. So does Maryland.

A Teacher was prosecuted in Iowa for punishing a young lady of twenty-one. The case went against the teacher before a Justice of the Peace and the District Court, but the Supreme Court reversed their decision, and decided in favor of the teacher.

BOOK NOTICES.

Teachers and pupils are alike to be congratulated when a school-book is written by an author who can speak with *authority* on the subject of which he writes. For this reason we congratulate the fraternity of teachers and the noble army of learners on the publication of the *Essentials of English Grammar* by Professor W. D. Whitney, of Yale College (Ginn and Heath, Boston). It has been our misfortune that hitherto most of our school Grammars have been written by men who had only a second-hand acquaintance with their subject; who knew no English nor any other grammar, but only what other persons had written about English Grammar. And by making selections, alterations and abridgments from their predecessors, they compounded a nauseous mixture for unfortunate juveniles. Prof. Whitney does not pretend that "English Grammar is the art of speaking and writing the English language correctly." On the contrary he warns us that it is only "constant use and practice, under never failing watch and correction, that make good writers and speakers," and that "no one ever changed from a bad speaker to a good one by applying the rules of grammar to what he said." He disavows also the pedantic notion of a writer on grammar being a lawgiver, or even an arbiter or critic. He claims for himself to be nothing more than "simply a recorder and arranger of the usages of language"; and this modest claim will be readily allowed even by those who dissent from some of his conclusions. The teacher, whose attention has been confined to the ordinary school books, will find in the "Essentials of English Grammar" much food for thought. He will find some new topics, and many old ones presented in new ways, and he will probably be roused to opposition, which will do him good. How the book will stand the tear and wear of the school room we are unwilling to prophesy, though our opinion is favorable. The apparent simplicity of the style may perhaps induce some teachers to put it in the hands of quite young pupils. But this would be a great mistake. However simple the language may be, real grammar cannot be made an elementary study. We should place it in the last year of the grammar school, or the first year of the High School course. If such books as this and Morris' "Historical Outlines of English Accidence" (which would form a good sequel to it) could be introduced into our schools, they would stimulate young students to make further advances in the study of their native language and literature.

We subjoin the chapter on "Articles," which, although short, will give a very fair impression of the character and style of the book:

"The articles are two words of somewhat peculiar character and office. One, the word *an* or *a*, is called the INDEFINITE ARTICLE, and is used only with the singular noun. The other, *the*, is called the DEFINITE ARTICLE. The articles are adjective words, since they are always used along with nouns, to limit or qualify them—in ways which it is quite needless to define here. *The* is a weakened form of the demonstrative adjective *that*. *An* or *a* is a weakened form of the numeral *one*. *An* is used before a vowel sound, *a* before a consonant. But if a word beginning with a pronounced *h* has the accent on its second syllable, many (or most) persons use *an:* thus, *an hotel; an historical romance; an hypothesis.* Before the sound of *y* or *w*, however written, only *a* is proper in modern use: thus, *such a one; a union; a European;* just as we should say *a wonder, a youth.* The *the* which we often use before a comparative (adjective or adverb), in such phrases as, *the more the merrier, the more he looked at her the less he liked her, are they the worse to me because you hate them?* is not an article at all but an adverb. Again, in phrases like, *two miles an hour, three shillings a yard*, the *an* or *a* is not precisely the article, but a weakened form of *one* in another sense, that of "each *one*, each every." Once more, in *he is gone a hunting, they set it a going*, and the like (which are often and better written a-hunting, a-going), the *a* has nothing to do with either the article or the numeral, but is a remnant of an old preposition, generally *on*.

THE mathematical student will find some useful hints in Mr. THOMAS HENDERSON'S "*New Developments of Algebra.*" The author does not intend it to be a complete treatise on Algebra, but presumes that the reader has a fair acquaintance with the theme, and proceeds to play some pretty variations on the usual tunes. The word "new" in the title must not be construed too literally. The novelty is sometimes only in the language, and sometimes only in the imagination of the writer; nevertheless teachers will be pleased with many of the "developments." The most useful chapter is probably that which explains Horner's method of resolving numerical equations above the second degree.

THE Complete Arithmetic of Robinson's Shorter Course, by DANIEL W. FISH (Ivison, Blakeman, Taylor & Co.), is what its name emplies, a complete arithmetic. It contains in one volume of moderate size all that is usually contained in three. We can see no reason why a child nine years of age should not take it as his first book, and keep it as his last book on the subject. The reader will notice with pleasure that operations and processes are given first, the principles, rules and formulas derived from them subsequently. But it is not so pleasant to observe that this order is continued where there is no reason for it. Thus in teaching pupils how to divide one fraction by another (p. 162), the author first gives *oral exercises*, then the *principles* suggested by these exercises, afterwards *written exam-*

ples, with their analyses, and lastly the *rule*, or brief summary of practical directions. This is as it should be; but when we turn to page 462 and find that in teaching the pupil to find the area of a circle when the diameter is given, the *operation* (without explanation or analysis) is given first, and the rule last, we are tempted to ask, why is this thus? Would it not have been better to say that sometimes we are required to do things that we are not ready to give a reason for, and in such cases, we take a ready-made rule, and follow it?

ZUCCATO'S PATENT PAPYROGRAPH.

400 Autograph Copies of any Writing, Illustration, Design, Notice, Map, Table, Examination Paper, &c.,

Can be produced by the Papyrograph in an hour with an ordinary copying press.

Men in all kinds of business, and in schools of every grade, will find it invaluable, and that there is no limit to its practical use.

Send for Circulars and Catalogue of prices. Address,

PAPYROGRAPH CO.,

43 and 45 Shelnoted Street,

NORWICH, CONN.

A GOOD OFFER!

Any teacher who takes an interest in Music, may procure an

UNABRIDGED DICTIONARY,

Without costing him a cent, by writing to

J. O. WEAVER,

Manufacturer of the YORK COTTAGE ORGAN,

304 West Market Street, York, Pa.

THE BOOK FOR THE TIMES.

ANDREW'S
Manual of the Constitution.

MANUAL OF THE CONSTITUTION OF THE UNITED STATES,
Designed for the Instruction of American Youth, in the Duties, Obligations, and Rights of Citizenship.
By ISRAEL WARD ANDREWS, D. D.,
President Marietta College.
408 *pp.*

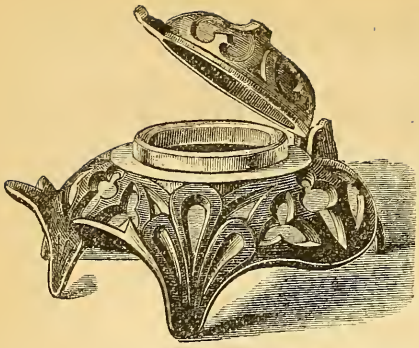
SCHOOL EDITION.—12mo. cloth. **$1.50.** Supplies for first introduction, and sample copies by mail post-paid for examination with a view to introduction, **$1.13.**
LIBRARY EDITION.—8vo. full sheep. **$2.00.**

"THE NATION'S" REVIEW
—OF—
ANDREW'S MANUAL OF THE CONSTITUTION.

"President Andrews states in his preface that this work grew out of the researches which he found himself compelled to make in order to prepare himself for the duties of the class room; but that 'a conviction that a knowledge of our government can not be too widely diffused, and that large numbers would welcome a good work on this subject, has led to the attempt to make the volume a manual adapted for consultation and reference by the citizen at large.' There is a third function of this Manual which also deserves to be pointed out, and that is the instruction of foreigners as well as of native citizens in regard to the nature and historic development of our institutions. In each aspect of its usefulness, the work can not fail to meet with approval, *and as a text-book it is by all odds the best of its kind. We hope that every effort will be made to introduce it into our schools and colleges.*

"The Constitution is too apt to be regarded (if not taught) as a definite and self-interpreting instrument, and arguments as to what is and what is not constitutional are usually conducted as if the gravest questions could be settled by any one who had a good memory of the text, or who had access to an index or concordance to our national charter. Ideas like these are effectually dispelled by Andrew's Manual, which records in detail the organization and growth of each department of the Government, and shows the Constitution to be something more than the skeleton framework of '87 plus a certain number of amendments. * * *" —*The Nation.*

WILSON, HINKLE & CO.,
Publishers Eclectic Educational Series.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

JAS. M. GARNETT, LL.D., Principal.

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

THE STATE
NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF

GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

INTERESTING TO TEACHERS, STUDENTS, AND EDUCATORS

New Books with New Ideas.

Brooks' Normal Higher Arithmetic, -	$1 38
Brooks' Philosophy of Arithmetic, -	(In Press)
Westlake's Common School Literature,	60
Westlake's How to Write Letters, -	1 00
Lloyd's Literature for Little Folks, -	50

A Course of Permanent Excellence.

BROOKS'

Normal Arithmetics, Algebra & Geometry,

A Leading and Practical Course for Business.

Extensively used in the best Schools, and highly recommended by the best Scholars.

Primary, 35, New Mental, 38, Algebra, $1.25, Geometry and Trigonometry, $1.25
Elementary, 50, New Written, 95, Geometry, 84,

Raub's Normal Spellers 30, 45 Fewsmith's Grammars - - - 45, 65,
Pelton's Outline Maps - $25 Peterson's Familiar Sciences 80, $1.60.

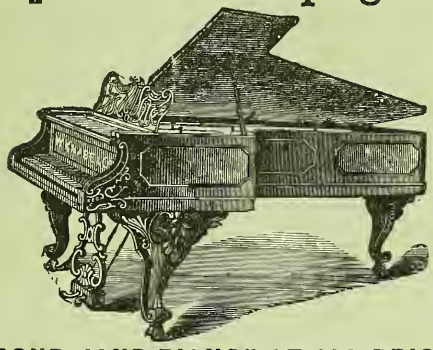
☞ Full Catalogues of SOWER, POTTS & Co'S PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

THE ONLY ONE AWARDED CENTENNIAL MEDAL.

DR. JOHNSON'S

$30

HEALTH-LIFT

FOR HOME USE.

IS THE CHEAPEST, BEST AND MOST POPULAR.

Embodies all the merits of other Lifters, besides having advantages peculiar to itself, being the

Lightest, Simplest, most Compact, Ornamental and Convenient.

Highly commended by thousands of Physicians, all Classes of Professional Gentlemen, and Brain-Workers generally, and by all kinds of Sedentary People, and Chronic Invalids of every sort.

Send stamp for Illustrated Circular.

AGENTS WANTED.

J. W. SCHERMERHORN,

14 Bond Street, New York,

Publishers, Booksellers and Manufacturers of School Material.

To be seen at store of J. W. Bond & Co., and also with M. A. Newell, Principal State Normal School, of Baltimore.

ECLECTIC GEOGRAPHIES

By A. Von STEINWEHR,

COMPLETE SERIES IN THREE BOOKS:

Eclectic Primary Geography, No. 1;

Eclectic Intermediate Geography, No. 2;

Eclectic School Geography, No. 3.

PRICES.—I, Retail; II, Introduction Price; for first introduction into schools where not already in use; III, Exchange Price; for first introduction into schools, in exchange for the corresponding old books of other series in use in the schools.

	I.	II.	III.
ECLECTIC PRIMARY GEOGRAPHY, -	$0.80	$0.60	$0.40
ECLECTIC INTERMEDIATE GEOGRAPHY	1.50	1.13	.75
ECLECTIC SCHOOL GEOGRAPHY, - - -	1.80	1.35	.90

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, at Introduction price (2d column).

Superior in the following important particulars:

1. **Compactness.** Only three books in the series. The School Geography, No. 3, includes a treatise on *Physical Geography*, sufficiently complete and extensive for Common and High Schools, obviating the necessity of a separate text-book on that subject in schools where the Eclectic Geographies are used.

All superfluous matter and statements of facts foreign to the subject have been carefully omitted.

II. **Uniformity of Plan.** There is a uniformity of plan in arrangement and presentation of the subject which greatly facilitates the progress of the pupil.

III. **Gradation.** The series, and each book of the series, is graded easily, naturally, and in a manner to best adapt them to the use of schools.

IV. **Map-Drawing.** The system of Map-Drawing taught is most simple and practical, and is embodied in the books and not in a separate treatise.

V. **The Map Questions** are on the pages facing the Maps.

VI. **The Pictorial Illustrations** were designed and engraved by the best artists, expressly for these books. They are all new and instructive, and they vividly illustrate the text.

VII. **The Statistical Tables** are compiled with the utmost care and accuracy, from the latest reliable sources.

VIII. **The Maps** show distinctly the Physical features, as well as the Political boundaries of the country, and are the most beautiful, the most clearly engraved, and the most accurate of any American Maps. They are the result of long-extended, careful labor, subjected to critical revision, and are generally conceded to be *the best.*

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

Vol. III. May, 1877. No. 9.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

	PAGE
The Country School. V	759
The Schools of Luther and Loyola. II	763
Economy in Public Schools	767
Voice Training	771
My Theory of Education	776
Teaching and Teachers. V	781
The Duty of the Hour	786
Why Should Teachers be Trained?	791
Editorial Department:	
How to Support a School Journal	796
Dr. Michael Jenifer Stone	796
The Teachers' Association of Baltimore	797
Queen Anne's Institute	797
Cecil County Institute	797
A Flying Visit	798
Baltimore County Teachers' Association	798
State Teachers' Association	798
Commencement State Normal School	798
Normal School Alumni Re-Union	798
Correspondence	799
Book Notices	801

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:
PRINTED BY KELLY, PIET & CO.,
No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.
The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.
Creery's Grammar School Spelling Book.....60 Cents,
Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader..... 25 Cents.
Newell & Creery's Second Reader.....50 Cents.
Newell & Creery's Third Reader.....75 Cents.
Newell & Creery's Fourth Reader.....90 Cents.
Newell & Creery's Fifth Reader..... $1.25.
Newell & Creery's Sixth Reader..... $1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History, with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiquities, Jewish Antiquities.
Each.....20 Cents.
Kerney's Catechism U. S. History.....25 Cents.
Kerney's Catechism Sacred History.....25 Cents.
Wilson's History of American Revolution..... $1.50
History of France..... $1.75.
Manual of Catholic Church History..... $1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.
Historia Sacræ..... 50 Cents.
Phaedrus.....50 Cents.
Ovid, Part 1.....50 Cents. **Part 2**.....75 Cents.
DeGournay's First Steps in French.....60 Cents.
Fables de la Fontaine.....75 Cents.
Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each..... $1.50.
Louage, Moral Philosophy..... $1.50.
The Gem, a Compilation of Songs for Primary and Grammar Schools..... 20 Cents.
Weekly Report Books for Schools, per dozen..... $1.25.
Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.
Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,
174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. MAY, 1877. No. 9.

THE COUNTRY SCHOOL.

V.

Last month we gave a Time-table, showing how the six hours of a school day could be divided among pupils of six grades in a country school, so as to give each grade or section a fair proportion. The more difficult question, How to occupy profitably the time of pupils when they are not reciting, must now be considered. The ordinary answer, Let the pupils study when they are not reciting, cannot be regarded as satisfactory; for, in a country school, one-fourth of the scholars are incapable of study, and at least one-fourth more are unable to spend all their unemployed time in that way. The difficulty is felt most severely with the three lowest grades, for after a pupil has learned to read, write and cipher even in a rude fashion, it is not hard for an ingenious teacher to find constant employment for him. Our suggestions, therefore, will have reference to the lower grades, mainly.

One fundamental principle must be laid down in advance. *Every pupil must have definite occupation for every minute that he is kept in school.* Without this, *order* is impossible, unless enforced by brutal severity; and without order, effective teaching is impossible. To require a child to sit still, unemployed in body and unoccupied in mind, for five hours a day, that he

may be at hand when needed, is worse than foolish ; if the requirement could be reduced to practice, it would be barbarous. Fortunately, children find ways to evade it. Yet it is the simple truth that one-third of the children in our country schools are ordered to sit still and do nothing for five out of the six hours a day. Of course this is dignified with the name of study ; we know that in reality it is mischief and hypocrisy. A child cannot "study" till he can read, and even then "the attempt and not the deed" confounds us.

By referring to the Time-table in the last number of the JOURNAL, it will be seen that the first, second and third grades are not required to recite till ten o'clock in the morning, nor later than a quarter past three in the afternoon. This will suggest that pupils of these grades may be permitted to come to school three-quarters of an hour later than the others, and to leave three-quarters of an hour earlier. Their school day will thus be four hours and a-half instead of six hours. When the weather is pleasant this hour and a-half may be spent in the play-ground, but it will be found better, whenever it is practicable, to insist on the children coming and going at the time indicated. In addition to the positive advantage gained by the children in the shortening of the school day, it will be a great relief to the teacher to be freed from the necessity of giving one-half of his attention to those whom he cannot benefit, in order that he may be able to give the other half to those whom he is trying directly to instruct.

Two hours of the four hours and a-half that pupils of the three lower grades spend in the school-room will be occupied with recitations, general exercises and recesses; how is the remainder of the time to be spent? Appropriate occupations could easily be invented if one could command the suitable apparatus. But the stock in trade of the country school, and of many more pretentious city schools, consists of a blackboard and crayon for the teacher, with a book and slate and pencil for the pupil. It is not creditable to either our intelligence or our humanity, that very many country schools cannot

supply every pupil even with a slate and pencil; but we must take for granted that with perseverance on the part of the teacher so much may be secured, as an outfit. The use of the slate and pencil gives the solution, and under present circumstances the only possible so lution, to the question, "How are children to be employed when they are not reciting?" All desk-work, whether for the younger or the older scholars, should be reduced to a visible form. Mere memorizing by a parrot-like repetition of words, should be banished from the school-room; whether or not it should be encouraged as a "home study" is a question that need not be discussed at present. In the school-room, at least, *study* (so called) should be replaced by *work*,—work which can be seen, measured, and valued.

The slate exercises appropriate for the first or lowest grade are Drawing, Printing, Making Figures and Writing; and the time might be distributed thus: Drawing, 20 minutes; Printing, 20 minutes; Figures, 20 minutes, and Writing, 15 minutes, every morning; and the same in the afternoon. This will occupy the two hours and a-half, and though the variety is not as great as is desirable, it is perhaps as great as will be found practicable, until a great revolution takes place in methods of primary teaching. If a school-room is fully supplied with black-boards, additional variety can be had by requiring part of the work to be put on the black-board. Or the privilege of putting it on the black-board afterwards may be made a reward for good slate work. In all cases the teacher should himslf place on the black-board the copies which the pupil is to imitate.

Young teachers are apt to give up such employments before the experiment is completed, through sheer disgust with the rude efforts which children make at first. Such teachers should make acquaintance with a baby learning to talk, and compare its inarticulate utterances with the speech of older children. We learn only by a series of blunders, but we forget the blunders and think the learning came to us naturally. It is just

as hard for a child of seven years to learn to write as for a child of seventeen months to learn to talk. And each learns in the same way—by unintermitting practice. We do not fret and scold because the baby says *tat* for cat, *dive* for give, and *bah-bull* for bread and butter. On the contrary, we are delighted; and we encourage him to go on and repeat his blunders, knowing that in due course of time he will talk like other people. So, the absurd efforts of six-year-old children must be accepted, admired, encouraged. The muscles of the fingers and the eyes must be educated by practice as well as the organs of speech and hearing; and perseverance in trying, despite of failures, will meet with a similar reward. The slate work of the youngest children must be examined and criticized by the teacher, not for the purpose of finding out what is wrong, but for the purpose of finding, if possible, something that is right.

If the lowest grade can be occupied in the way we have attempted to describe, the task becomes easier every year. Before the end of the first year some little practical arithmetic can be added. In the second year two half-hours in the day may be given to ciphering. The copying of words and sentences from the Reader is an employment at once easy and useful. Soon Map-drawing can be added; and in the higher grades almost every lesson may, and most lessons should, take the form of a slate or black-board exercise.

When the attention of the intelligent teacher has been directed to the urgent necessity of finding employment, varied and useful, for the little children, his ingenuity will suggest many things which may be used as alternatives for the standard exercises which have been mentioned, and which are apt to lose interest by repetition in the earlier stages. At this time of the year a class might be sent into the woods to gather leaves. They might take them to their desks and sort them into their different kinds, oak, hickory, dogwood, etc. Then leaves of the same kind might be sorted by sizes. Then the children might be allowed to draw them on the slate and black-board. Though bad work should not be blamed, yet

the want of work, or gross carelessness might be punished by keeping the offender in school the next time that the class is sent out.

THE SCHOOLS OF LUTHER AND LOYOLA.

II.

The Reformers, Luther and his coadjutors, were not the only ones to avail themselves of the potency of education to secure the establishment and permanency of their religious views. While Protestant schools were being organized and taught by Erasmus, Melancthon, Camerarius, Sturm and others, Catholics were not idle. They were too shrewd not to discern, now that mind was everywhere awakening, that they must give it something to do, if they would keep control of it. They must open up a scheme of education which should satisfy this new hunger and still be kept subordinate to the faith and interests of the Church. Individuality, self-determination, were the watch-words. How should the Church accommodate itself to this new tide that was surging through human souls? Let us see how the problem came to a solution.

In the province of Biscay, in Spain, in the castle of Loyola, in the year 1491, was born one of the most remarkable men the world has ever seen—St. Ignatius Loyola. The legends of the Church make him a marvelous character from his birth. Setting these aside, there is no doubt he was a remarkable man, even in his youth. A Protestant historian of the Jesuits says of him: "Another Lycurgus he was, but of a deeper mould and a higher power, for he was a child of Christianity. He was a man of one idea, much learning had not made him mad. He had a Spanish will that would have bridged the Red Sea, if the waters had not parted. His mind was endowed with the cunning of the fox, with the constructiveness of the spider, with the sagacity of the elephant, and with the cool common sense of Oliver Cromwell."

Any man who becomes fully possessed of the idea that he works for God and with God, by so much becomes omnipotent. Loyola believed it, hence his wonderful power. Early in life he entered upon a military career, but having been made a cripple for life in the siege of Pampeluna, in Navarre, he turned his attention to the Church. Ambitious without limit, and full of the spirit of adventure, he said to himself while reading the lives of St. Francis and St. Dominic, "Why may not I, too, found a religious order?" Finding he needed education to realize his ambitious projects, he repaired to the University of Paris, where he formed the companionship of Lainez, Xavier, Bobadilla, and others, whom he inspired with his spirit, and to whom he revealed his plan. Together they worked out its essential features, and in 1539, together repaired to Rome, prostrated themselves before Pope Paul III, and asked his permission to organize the "Society of Jesus." They were zealous and earnest men, thoroughly loyal to the Church. Protestantism was boldly advancing. Germany was already largely lost; England was no longer under papal allegiance; Switzerland and France were becoming disaffected; even Italy was beginning to think for itself. Was not this the standard which was to be set up against the Reformation? Paul so hoped, and the papal bull, recognizing the order, was issued September, 1540. Thus a "society which was to bear the standard of the cross, to wield the arms of God, to serve the only Lord, and the Roman Pontiff—God's vicar upon earth," had its birth.

The bull by which the Jesuit Order was recognized distinctly stated that the order was formed for the especial purpose of instructing boys and ignorant persons in the Christian religion. It has been, from the beginning, essentially a missionary and educational organization. The Jesuit system of schools was a marvel of wisdom in plan, to the end for which it was designed. In its organization it anticipated most of the best things of modern times. It was suggested by Loyola, but was not fully established until the Generalship of his successor, Aquaviva.

In 1584, this General appointed a school commission consisting of the most distinguished Jesuits of Europe. These spent nearly a year in Rome in study and consultation, and the result was the "*Ratio atque Institutio Studiorum Societatis Jesu ;*" or, as it is usually called, the "*Ratio Studiorum.*"

The schools consisted of two classes of pupils, those who attended them for their educational advantages merely, and those who were in training for the order as teachers and missionaries. They were free, and the poor were welcomed to them. They surpassed by far everything before them in the enthusiasm they developed in education. Their judicious arrangement of studies, their admirable superintendence, their exemplary discipline, their many inducements to application, rendered the Jesuit colleges the resort of those who aspired to eminence in scholarship. Sturm, than whom, Hallam says, "scarce any one contributed more to the cause of letters in Europe," a man who devoted his life to education, commends the Jesuit schools warmly for their cultivation of true eloquence and sound learning. He rejoices in their zeal, both as provoking Protestants to rivalry, and as directly carrying on a good work. Bacon declares that he could sum up his thoughts on education by naming the Jesuits schools as the best. He lauds their skill in the formation of character, no less than in the cultivation of learning. Comenius, the father of modern education, who gave himself to its promotion in the face of death itself, says, "I owe many of my best thoughts to the Jesuits."

The Jesuits, for the most part, prepared their own books, as far as books were used; but their instruction was largely oral. The greatest possible pains were bestowed, by the master, upon the preparation of their lectures. Twelve pupils were considered a fair number to a master. Each pupil's peculiar tastes and disposition were most carefully studied, and his education and discipline adapted to them. The instruction was largely individual, the master going with each boy over his lesson.

Their method of discipline contrasted strongly with the

general custom of the time. Sturm, Ascham, Locke, and Comenius all complain of the severity of the schools of their day. Ascham says: "The best schoolmaster of our time is, also, the greatest beater," and adds, "the tyranny of the masters causes many tongues to stammer which by nature speak plain, and whose stammering from the first was nothing else but fears quavering on their speech at their master's presence." The Jesuits inflicted but light punishment when compelled to punish at all, and if these did not avail, they dismissed the offenders. Their success was largely due to the gentle means they employed. One of their own writers says: "When pupils love their master they will soon love his teaching. Let him, therefore, show an interest in everything that concerns them, and not merely in their studies. Let him rejoice with those that rejoice, and not disdain to weep with those that weep. Let him ever unite the authority of a father with the tenderness of a mother."

These schools have never been excelled in the enthusiasm of the pupils. One of the secrets of this enthusiasm was the prominence given to emulation. The boys were arranged in pairs, each the rival of the other. Besides this individual rivalry, every class was divided into two hostile camps called Rome and Carthage, which held frequent battles of words. In these concertations, as they were called, the boys sometimes put questions to the opposite camp, sometimes the master put the questions, and the boys were obliged to correct the erroneous answers of their adversaries. The side which won had an extra half-holiday. In the higher classes a nobler kind of rivalry was cultivated in what they called "Academies." These were voluntary associations for study under the master; to read themes, discuss passages from the classical authors, and hold disputations. New pupils esteemed it an honor to be elected by the Academy to a membership.

The school days were short—four hours—with one holiday per week in summer, and a half holiday in winter. Much stress was laid upon *thoroughness*. To secure this, boys were

required to reproduce in writing, and pass in to their masters, the substance of their lectures. Much dependence was placed upon repetition. One of the Jesuit maxims was, "Repetition is the mother of learning." Every lesson began by repeating the one of the previous day, and ended by a repetition of the work just done. One day of each week was given to reviews, and in the lower classes, the second six months was spent in carefully going over the work of the first six months. Boys who did not require these reviews were rapidly promoted over the course. Every year closed with a carefully conducted examination by a commission appointed for the purpose. The masters, though permitted to be present, could make no remarks. These examinations were both written and verbal, and their results were joined to the records of the pupil for the year, and determined his standing in a published roll of honor.

The subjects of study were only the Latin and Greek languages—their grammar, rhetoric and literature, was dull work for growing boys, but what they attempted they succeeded in doing. There was order, method, everywhere; and an end to be attained, and a constant and regular advance toward this end.

In a future paper I hope to speak of the training of the members of the Order who were the teachers of these schools. Our modern teachers will be surprised to know with what care they were prepared for their work.—DELIA A. LATHROP, in *Indiana School Journal.*

ECONOMY IN PUBLIC SCHOOLS.

The great wave of "economy" at last has struck the most sacred region of our public life,—the churches and the common schools. Everywhere in the country the best friends of the schools are in a state of anxiety; often of bitter conflict with the powers that demand wholesale reductions, and sometimes a complete reorganization of the educational system. The new "reform" governor of New York parades, once more, the

rural conceit, that all support of free education above an average grammar school, is an "outrage on popular rights," and demands the withdrawal of the State appropriation from the normal schools. Mr. John Kelly, the husband of the niece of Cardinal McClosky, in his function as city official, demands a large reduction in the New York city estimates for education. From Brooklyn, Philadelphia, Chicago, come tidings of a raid upon the teachers' salaries, while the great States of Missouri and Texas have well nigh destroyed their own imperfect system of public education. Even old Massachusetts is brought to the bar, and every village and city turns out its brigade of local economists, demanding such reduction of the school tax as would practically undo the best work of the last twenty years.

Like all movements by the American people, this demand for wholesale reduction in the cost of public education, has a double edge. The first thing to be done by judicious schoolmen, is to *closely analyze the nature, and mark the animus of this charge of extravagance;* prepared to render honor to genuine economy where honor is due, and to unmask every form of hostility to the people's school that lurks in the honorable company.

There can be no doubt that the present time of financial depression has been artfully seized by the chronic enemies of our present system of American education, to inflict destructive wounds under the pretense of public economy. Every great river-bed holds a dangerous group of sandbars, ugly rocks, and venerable snags; enough to wreck every craft that navigates the stream. At full tide, the noblest steamer floats utterly unconscious of their existence, while a drought imperils even the lumberman's raft, and makes navigation itself a nuisance. In times of ordinary prosperity, the crowd of grumblers against the schools, educated and otherwise, are little heeded. But now, in too many of our towns and cities, they come to the front, and by their stingy obstinacy, keep the good people of the place in a constant glow of shame and rage. It can

hardly be credited that, in a large city of this Commonwealth, the proposition has been seriously discussed of abolishing the city hospital, and cutting down the appropriations for schools by one-third. In several of our larger villages, such a policy does prevail. It is easy to see that "now is the accepted time" for every clerical enemy of our public schools to sow discontent with their management, and fill the community with absurd slanders concerning teachers. Now, the whole army of narrow-minded, ignorant men of wealth, whose only interest in local government is to save taxation, are seized with a great yearning of their bowels of compassion for poor Jerry McCarty, across the way, who pays a poll tax, and receives the free education of half-a-dozen frisky little McCartys in return. Now issues forth the whole battalion of educated theorists and "high-joint," social philosophers, intensely exercised lest said little McCartys should be "educated beyond their sphere," vigorously pushing the exploded humbug that an American State has no right to tax the people for schooling outside the three R's. And now sails in the multitude without number of unemployed young men and maidens, ready to take the place of the present teachers at half pay, supported by another army of parents and "first friends" who, like the good woman in New York, "don't see why our John can't 'sculp' as well as Powers and Palmer."

Altogether, these are the times when all people who wish to destroy the American common school; all who desire to reduce it the tail of some ecclesiastical kite; all who are burning to ride an educational hobby rough-shod through the school-house; all who, under any pretext, desire to cripple, embarrass, and intimidate the children's nursery,—are on their feet, well organized, and moving to the assault under the banner of "school economy." Said the President of the United States, on being congratulated for the good words in his message concerning education: "*The trouble is, that there is now too much reading and writing to suit a good many people in this country.*"

Now the first and imperative duty of the friends of education is to *unmask this whole crowd of the enemies of public order and free institutions.* Whether this hostility comes from an amiable delusion concerning Republican government itself; a sordid resistance to just taxation; an ignorance of modern school necessities and methods; a political or religious malignity against the education of the coming generation outside the pale of an anti-American party or sect;—whatever may be the source of this hostility, it should be met, shown up, and declared infamous. When we contemplate the present spectacle of ignorance in this Republic; behold the Metropolis groveling at the feet of an army of illiterate voters led by professional gamblers, thieves, and ring politicians; see one-third the States of the Union trembling on the verge of civil war from the frightful debasement of their untaught people;—the spectacle of any party seriously trying to embarrass or injure the public school, calls for the summary indignation of all right-minded and patriotic people. And it is because of the timidity of school-men, that this dangerous movement has already assumed its present proportions. The public school teachers, as a body, are dependent on the local governments for their living, and cannot be expected to take the field in force against this invading host. So the public school is left to the protection of the general favorable sentiment of the community.

If the common council attempts to economize in any other department of municipal affairs, it is resisted at every step by a disciplined force of contractors and ward politicians interested in perpetuating the present abuse. So it happens often that, beaten at other points, the city "fathers" move upon the school committee, knowing that they have nothing to stand upon but a public sentiment, generally vague and uninformed, easily confused and thrown into a panic, and only capable of gradual concentration. The only protection against this danger is a decisive movement of the people who believe in the common school, to arrest this wholesale assault, and demand a

public hearing on the merits of the question. Every attempt to break down valuable features of our school system; to displace the most competent teachers, committees, and superintendents; to damage the normal and training school; to deprive the people of their present amount of free education; to reduce unreasonably the wages of teachers, should be met with firmness, and resisted with the uttermost force of public opinion and legal defence.

But there is a basis of truth for this agitation in behalf of school economy, and to that we propose to call attention at another time.—A. D. MAYO, in *New England Journal of Education.*

VOICE TRAINING.

The human voice! What a wonderful instrument! All other instruments of sound are insignificant compared with the voice in its minute structure and infinite variety of tones. There is no gift to mortals, save that of *mind* itself, whose interpreter the voice is, that possesses such power. The voice is the harp of the soul, and the music it plays is the exponent of the inner life. If joy gladden the heart and sparkle in the eye, the tones of the voice swell out in sweet liquid strains, or in merry shout. If sorrow depress it the mournful cadence tells of the grief within.

What is meant by the terms vocal culture, voice training, vocal gymnastics, and the like, of which we *hear* so much in these days?

The terms apply equally to the speaking voice as to the singing; training for the latter has long been accounted a *necessity* to all excellence; training for the former is scarcely recognized as of any *practical* value even. To learn of its neglect we have but to listen to the every-day conversation of our friends, to say nothing of the more public exercise of the voice in the school, upon the platform, and in the pulpit, to be convinced of the lack of culture in this respect.

Those who have given this subject any thought have conceded that voice training is a good thing for the clergyman and the lecturer, but how many are persuaded of its importance in the school-room?

Music masters are employed in the schools (though it is to be feared, sometimes making sad havoc with the voices). Music and Elocution are twin arts, based equally on scientific principles. Music appeals wholly to the emotional nature, while Elocution possesses the double value of appealing to the *intellect* and the *emotions;* it is also of great *practical* use.

Why cultivate that which can be called into exercise only *occasionally* to the exclusion of that which is a daily and hourly necessity? The singing voice and speaking voice are alike based upon TONES. Of what value is the mechanical drill of music, so far as calling the notes upon the musical staff, and beating the time is concerned, unless in the vocal utterance, the *tones* are regarded as all important, and so in reading or speaking, correct inflection, emphasis, pauses, etc., are the machinery and not the music of vocal utterance in speech?

There is a vast difference between noise and tones. Sound is caused by the vibrations of the air. If the waves of air are irregular, noise is the result, as the rattling of wheels over the pavement; if the waves are regular, tones or agreeable sounds are the result, as the play of the wind upon an Æolian harp.

The ear transmits these sounds to the brain as agreeable or otherwise in proportion to its acuteness and sensitiveness. The ear, like every other sense, is capable of cultivation, and must necessarily be specially concerned in the production of tones in the human voice. Why is it that the deaf mutes who have been taught so successfully through the eye to manipulate the muscles of the mouth in the mechanical process of articulation, yet fail to produce agreeable sounds? Simply because the ear has been dead to sound—hence no sense to guide them. Much of the singing, and speaking as well, in our schools suggest the wonderful need of systematic vocal training.

Concert singing is often painfully distressing, and yet it is

complimented as *music*—Better never teach the child to sing a note than to pay no heed to the kind or quality of tone it employs.

In one of the cities of Ohio, it has been my good fortune to hear the best music in the schools to which I ever listened. There was no effort at loudness or shrillness, no distortion of faces or bodies, but the voices were mellow and soft, the different parts blending in sweet melody. It was *music* and not *noise.* In the same schools a pleasant conversational tone between teacher and scholars was noticeable. The "school twang" had evidently been cast out. Such vocal training in song and speech will do much to cultivate the æsthetic taste of the children, at the same time serving as a powerful means of discipline. A teacher who possesses a sweet, winning voice will exercise vastly more power and influence than one who has a high-pitched, twanging, or boisterous voice.

As a means of promoting HEALTH, vocal training is invaluable. It is a stimulus to brain and body. If persons of sedentary habits, those whose occupations require constant use of the voice, persons in feeble health, or those whose mental powers are severely taxed, would pursue a systematic course of vocal training we should see, instead of the narrow chests and stooping shoulders, the sunken eye, pale countenance, and languid manner, erect forms, expanded chests, vigorous health, elastic step, and buoyant spirits.

We as Americans have great occasion to consider well the value of this Voice Training.

Americans are recognized the world over by their peculiar nasal tones, a barbarism scarcely tolerated in English society. Physical graces, taste in dress, and lively intelligence, characterize American ladies, and with finely-modulated voices what an added charm would they possess.

Woman needs this culture in the home circle, as mother, daughter, and wife; in the school and society. "Her voice was ever sweet and low, an excellent thing in woman."

Children learn largely by imitation, hence he or she who is

to guide and mould the young mind needs especially to acquire such a command of the voice in all its variety of quality, compass, and power, as to serve not only as a model of imitation, but so as by direct and critical discrimination and instruction to detect false habits and apply the remedy for correct ones, and so develop those voices into perfect beauty and harmony.

But the question arises; how is this tone to be secured? Nature has not gifted all alike with musical speaking voices, any more than with rare singing voices. By the tone I refer exclusively to the quality or timbre of voice, not to the tone considered as expressive of sentiment and emotion.

Those who contend that "to speak naturally" is all the guide needed, forget that "naturally" does not mean *true to nature.* A person may habitually use a nasal twang and hence it becomes his natural tone.

All art is founded upon nature, hence *nature* is a safe guide. That wisdom of the ancient world, which was derived from the faithful observation of nature, led to the assiduous cultivation of the vocal powers.

The Athenian mode of discipline for the formation of the voice was so extensive as to require the professional training of three classes of instructors, the first of which were designated as the "phonasci," whose office it was to mould the voice as to "quality,"—the "tone" as clear, full, and agreeable, or otherwise—and this is found to be the basis of all vocal utterance. To secure this "quality" or "tone," we find a propelling power, which requires skilful management. *Breath* is the material out of which voice is made, and the quantity and pressure of the breath upon the vocal chords regulate primarily the quality of voice.

It is hardly an extravagance to say that few persons ever know the sensation of a full expansion of the minute air cells of the lungs, except in an occasional yawn or sigh.

Many clergymen, public speakers, and teachers, doubtless suffer more from misuse and mismanagement of the breath than from any other source. Still further, I believe that if

nine-tenths of the suffering consumptives would apply *vocal practice* instead of allopathic or homeopathic treatment they would find relief and in many instances cures.

The development of the chest when under training is marvellous. The measure of the chest of the champion swimmer of the world is forty-five inches, and fifty when inflated.

The common fault in breathing, especially among women and girls, is to breathe from the upper part of the chest and not from the waist. An animal breathes from the flanks, and nature dictates that human beings should breathe from the lower part of the chest and waist. Of course this implies *room* at the waist for the exercise of the different sets of muscles which control the breathing. Steel supports, whalebones, bands, and strings impede natural breathing, hence are enemies to health and good voice. Banish the corset and breathe deep and full, and you have taken the first grand step towards a round, full, pure voice.

The thin, weak, oral, voices of a majority of girls is due to the feeble supply of breath, by which the circulation becomes imperfect and the whole system enervated. Out-of-door exercise, proper diet, ventilation, gymnastics, everything which develops the general vigor and health of the body is so much capital for good voice.

The primary school demands the first attention in the preservation of good voices and the correction of bad ones. It is the teacher's first duty to insist on pleasant conversational tones. No unnatural voice is needed in the work of the schoolroom.—Mrs. M. Josephine Warren, in *Ohio Educational Journal.*

A noble nature can find no happiness upon ignoble plans of life.

From a great heart secret magnetisms flow incessantly to draw great events.

Great souls feed and grow on what humbles lesser ones to the dust.

MY THEORY OF EDUCATION.

(*Continued from the March Number.*)

GEOGRAPHY.—The names of countries, their boundaries and capitals, with some knowledge of that branch called mathematical geography, but above all, as being most lively and intelligible, that department which is named physical geography. And this is what the name of geography implies —a description of the earth as God made it. Let a student then understand the real geography of a country, its organic structures, "the form of its skeleton, its hills and mountains, the magnitude and course of its veins and arteries, of its streams and rivers. Let him conceive of it as a whole made of connected parts," and the political aspect will become easily remembered; and here ought to be impressed on the mind the great facts of geological science, and so much of astronomy as to enable the scholar to know the magnitude, velocity, and distance of the heavenly bodies in the solar system, and some book in the natural sciences should be a *vade-mecum* for every scholar.

Another subject should be "weights and measures." They should be thoroughly learned before a boy opens an arithmetic. This, together with grammar, being so abstract a science, should be postponed until the second part of the scholastic period.

The next thing we notice is the study of words. Words are vehicles of thought, if not the occasion of thought. I take it for granted that the main business of our schools is to teach the English language, to make children acquainted with their "mother tongue." Then, from the very beginning a vocabulary of at least one thousand words, exclusive of connections, which convey no particular meaning, but serve in the language as mere hinges of thought, ought to be put into the hands of every scholar, together with accounts of their origin, history, and meaning, and for the express purpose of being graven on

the tablet of his memory as "with an iron pen and lead in the rock forever." Comparatively few authors use a greater number of words, and still fewer speakers. These words should be culled from our best classics, such as Shakspeare, Milton, and Byron. Thus his own language would appear to him as he advanced a museum of wonders, and the words he learned in the nursery and in every day life would be fossile remains of departed ages. Curiosity would become excited, and the words being short and forcible could easily be remembered. Homer's Iliad contains not more than a thousand separate words. And remember that as a mind gains power, it loses volubility. Then as a boy advances into the second period, his vocabulary should be increased by words of foreign origin, but yet the English should run, through the whole course, as distinct as the Gulf Stream is from the waters of the Atlantic Ocean; and as words from other sources come in let them not be learned parrot-like, but in their origin and combination. Now let these things be learned (and indeed they can be), observe I say not rules, not principles, not abstract ideas, but *these things*, and let them stand out in the mind like stars set in a firmament of gloom, and the boy of twelve will possess more facts than Socrates and Plato ever dreamed of knowing. And believe me there is a feeling of self-reliance and independence when a boy fully grasps the idea contained in these words: "I know, and I know that I know," and without the inspiration of such a thought, there is but slight ground to hope for much development of the faculties. Now we have spoken mainly of the accumulation of facts during the early part of a boy's education. What we mean is this—that there is a certain amount of knowledge, which is emphatically arbitrary, and, if it is ever obtained, it must be learned by rote, and we should take advantage of the readiness with which children acquire such information. Of course facts are ever coming in, but, according to the system of the Baconian philosophy, facts are not wisdom, and knowledge is not power. To obtain this the faculties must be developed. And how is

this to be accomplished? First, by acquiring knowledge; second, by learning how to use that knowledge. Observe, I say knowledge, but not now simply a knowledge of facts, but a great advance upon that,—a knowledge of rules and principles; and here we are brought face to face with the curriculum for the second part of the scholastic period, which comprehends Grammar, Mathematics (including Arithmetic, Algebra, and Geometry), Geography, that part called Political History, that of our country and England, together with a more advanced text book in Natural History. These, then, are the subjects which are to occupy the scholars' attention for four years in the order arranged by the teacher.

We hold it to be of supreme importance in learning any art or science, in the first place to store the memory with a knowledge of the general rules and of the technical words. This at once puts the student in position to reason and judge, to learn the whys and wherefores, and without a thorough knowledge of the fundamental rules and principles, he is like an army, which, while invading a hostile country, does not protect the rear. While great difficulties are in front, yet still greater ones are in the rear. While hoping for victory, it is surprised and routed. Now, when you examine a grammar you will find there are comparatively but few things which a pupil ought to know thoroughly; for instance I would name the definitions, the declensions of nouns and pronouns and the conjugations of the verbs, and a complete list of irregular verbs, together with all the general rules of syntax, and know them in such a manner that "they become the master thought of all his seeing;" and when he has thoroughly mastered them, he should be exercised in analyzing and parsing sentences for some time, as though there were no exceptions to any rule of grammar, and when thoroughly versed in the fundamentals, then call his attention to the exceptions, and he will understand them and appreciate them; it will be like opening new roads from the public highway, along which he has so often travelled.

In education we acquire first a knowledge of actual facts and principles; second, we learn where to find information. Hence, general rules not only impart to the mind actual information, but they serve as indexes along the highway of knowledge.

The pupil should have put into his hands an arithmetic, but not one of those primary arithmetics which is so full of "baby talk." Something ought to be left to the teacher. In my judgment in this department there has been a wonderful retrograde movement. The questions embarrass by their simpleness, and the child is very much in the condition of a bashful young lady about to be married. She knows very well she ought to say "I will," but she is so flustered she forgets, but then she means it. Having completed his Arithmetic, he should pass into Algebra and Geometry;—and here I cannot but express my great satisfaction with the modern improvements in these respects, making the ascent up the hill of mathematical science gradual and pleasant. Let me here say that any subject of human thought is interesting if you only understand it, and none more interesting than those of our school-boy days.

Mathematics, the science of numbers, magnitude, and quantity, is a truly sublime science, and I may add no science brings more bread and butter to the possessor.

There are two ways of teaching the science of mathematics; the one scientifically, the other empirically. In the former manner the rules and principles are sought to be impressed on the scholar's mind; in the latter examples are principally performed. Now by mainly doing examples the scholar may be carried through the whole course as in a comfortable sedan, and at the end be intellectually too feeble for locomotion. Both methods should be employed, and, should the pupil grasp the theory, it places him right at the centre, and he receives light from every point on the circumference. The pupil, having a good knowledge of the earth as to its organic structure, and its position in the system of nature, completes his knowledge of

geography by what is known as political geography; but I have thought that this branch of study is dwelt upon with too great a particularity. Why burden the mind of a child with every little hill, stream, river, and hamlet, with all such as you know he will try to forget as soon as he has said his lessons.

Maps should be treated as encyclopedias, as books of reference, and they ought to be full as the latest encyclopedia, but the most important and prominent ought to be impressed upon the mind. Every school-room should be hung with them, and they should be frequently referred to in the study of history, which in my judgment should occupy a prominent place in every course of academic instruction. I have sometimes thought the prominence given to arithmetic and to its kindred branches in our public schools of the higher grade was with a view of making every scholar a "calculating machine."

In the City of Philadelphia I was once asked by a graduate of the High School one of the simplest questions of history, and he was a man grown, and then employed as a teacher. I would say "these things you ought to do, but not to leave the others undone."

Presuming that a boy has an outline of history, with all the principal dates making great epochs, he should enlarge his information by some text book from which the tables of chronology have been taken, and while he should proceed regularly and orderly through the books, yet when he comes to review only, in my judgment, should the grand epochs be subjects of special study; entirely dispensing with all books of mere questions and answers, putting the student from the beginning upon his powers of condensation, recollection, and expression. As an exercise in composition let him commit the same to paper, avoiding the author's language excepting names and dates. Philosophy also may be taught as a high mental exercise, but it may also be taught in a way barren of results as a means of developing the faculties.

Such is my theory. I am happy to know that education is becoming more appreciated by the American people, and the

cause is so important that it should be viewed in every possible light. In the details of the plan I am aware there are great imperfections, but the philosophy of it is in accordance, I believe, with the system of that great thinker and teacher of centuries, Sir Francis Bacon. A. W. MILBY.

TEACHING AND TEACHERS.

No. V.

My remarks refer principally to our common schools and the teachers thereof. I advocate as much literary culture, in the most extended sense of the words, as the grade of the school and the compensation of the teacher will justify. As long as the teacher is the servant of the State or of the public, and not at liberty to model and regulate the school as his own, he cannot reasonably be expected to perform duties outside of the prescribed curriculum, no matter how great his wish or competency. But as an educated villain is the worst villain of all, and as mere knowledge is not all that is necessary, I am glad to find an increasing willingness on the part of all classes to have more spiritual or heart-culture in our schools, and I design my remarks, in this number, to refer more to that than to mere literary culture.

Whilst such a teacher as the age now seems to demand, should seize upon the territories of science, Philosophy and Literature, he should do so in the name of God, and appropriate all their riches to the best and highest interests of mankind, giving to Science its faith, to Philosophy its religion, and to Literature its divinity. Possessed of the great central truths of Christianity, such a teacher as I now speak of, must gather around them all the tributes of "gold, frankincense and myrrh," which the whole world of art and knowledge can supply, but he should feel that after all, before Immanuel and the sublimities of his religion, Art must lower her pencil, Science lay

aside the plummet, and Poetry at once exalt and mitigate her song.

We speak of our civilization, our arts, our freedom, our laws, and forget entirely how large a share is due to Christianity. "Blot Christianity out of the page of man's history, and what would his laws have been?—what his civilization? Christianity is mixed up with our very being, and our daily life. There is not a familiar object around us which does not wear a different aspect because the light of Christian love is on it—not a law that does not owe its truth and gentleness to Christianity—not a custom which cannot be traced in all its holy, healthful parts to the gospel." Shall it then be ignored in our public schools?

So long as spiritual or religious culture is kept in the background, so to speak, in our schools, there will exist as many social, as medical nostrums; there will be as many "pills" and "plasters" and panaceas" for society, as for individual ailments. One class of empirics will undertake to cure our social ills, by making all men idlers and vagabonds. Another class would usher in the reign of purity by sweeping away the marriage institution. The "name is Legion" of the nostrums that would be palmed on the world by these empirics—professedly, to promote the cause of philanthropy and religion. But *infidelity* may be said to be at the bottom of all this quackery. A false philosophy usurps the place of divine revelation, and human woes are read in the smoke of German Kantism, or the fumes of French Fourierism, instead of the light that streams from inspired pages. We must teach our youth that the remedy cannot be found in "association," or revolution, or anarchy—in any change of circumstances—but only in the renovating power of the gospel, in its individual application by the Holy Spirit. We must teach them the great lesson of the world's history and of the Bible, that sin brings suffering, which human interposition and social changes can no more entirely remove than the lion can be changed into a lamb, by being brought from the forest and encaged, and that the only

adequate remedy is one that makes men better singly, man by man. Mere literary culture may make a Hume, a Gibbon, a Voltaire, a Rousseau, a Hobbs—*et id omne genus*—but only Christianity, a Paul.

Shall we as teachers, as we stand in this morning hour of our being, so soon to pass beyond that bourne whence no traveler returns, be denied, in deference to any sectarian demands, the privilege of commending the Gospel of Christ to our public school pupils? We stand on this dim coast of time, and far, far away we hear calling to us the long drawn, solemn echoes, the faint "melodious thunders" of a wondrous, majestic, entrancing existence beyond all we now see or know. And it is only the word of Jesus that interprets for us this sublime mystery. Can a greater good be done to a human soul, as "it sounds on its dim and perilous way," through sin and sorrow, trial, temptation, pain and death?

Our best efforts in the cause of education must soon cease; but while we remain here, let us endeavor, fellow-teachers, to assure those who are placed under our charge that we can never exhaust the spiritual resources of Christ's gospel, or the divine treasures of his life and character. Let us inform them that while Paul was great, he looked up to a loftier greatness, and called Jesus his Lord and Master; that illustrious geniuses and sublime characters in all lands have bowed before the Son of God, and confessed his immeasurable superiority; that Pascal, Luther, Milton, Newton—monumental minds along the line of history—have humbly sat at the feet of this supreme teacher.

Let us teach our scholars to learn and live the sermon on the Mount—that lofty and comprehensive compendium of human blessedness, which teaches that the pure in heart and life, whatever their peculiar theological doctrines may be, shall see God. Let us instruct them faithfully to practise the golden rule of duty, which teaches men to do unto others as they would have others do unto them. Let us teach them that above all earthly things, above the loftiest social rank, the

most eminent wealth, the brightest intellect, and all that men desire and honor, eternal righteousness stands, the completion and sum of all law and all love; "that the fear of the Lord is the beginning of wisdom, and that a good understanding have all they who keep His commandments."

The importance of the culture of which I have spoken may be still further seen from the opinions of some of our illutrious men. The great and good Washington, in his "Farewell address," says: "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism who should labor to subvert these great pillars of human happiness—these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connection with private and public felicity. Let it simply be asked, where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles."

Chief Justice Parsons, of Massachusetts, generally known as "The Giant of the Law," in a charge which he gave in 1806, to the grand jury, in various counties of the State, says: "The diffusion of religious knowledge is also essential to the well-being of the State. And it cannot be effected but by the settlement and support of teachers in towns, parishes, and societies incorporated for religious purposes." He considered that "the people not only had a right, but that it was their duty to provide by law for religious instruction." Judge Story says: "It is impossible for those who believe in the truths of Christianity, as a Divine revelation, to doubt that it is the

special duty of government to foster and cherish it among all the citizens and subjects."

Dr. Channing in his "Remarks on Education," says: "We would not, of course, admit into schools the peculiarities of the denominations which divide the Christian world. But religion in its broadest sense should be taught. It should indirectly mix with all teaching. The young mind should be guided through nature and human history to the creator and disposer of the universe; and still more, the practical principles and spirit of Christianity should be matters of direct inculcation."

Mr. John Sergeant, who "for more than half a century occupied the highest position at the bar of Philadelphia," in an address before the Alumni of Nassau Hall, used these words: "Our fathers thought learning and religion inseparable. When they were to build up an edifice for instruction, they laid its foundation in piety, and they humbly invoked the Divine aid to fill the whole structure with the light of truth. Here, then, the body of educated men must take their stand. By all the means in their power they must endeavor to avert the pestilent mischief of desecrating the places of instruction, of separating the culture of the heart from that of the mind, and under the pretence of a liberal morality, of rejecting the only morality that is clear in its source, pure in its precepts, and efficacious in its influence—the morality of the Gospel."

I conclude these extracts with a few words from the "Life of Horace Mann." "You ask whether literary qualifications alone are sufficient for a teacher. I answer that, in my opinion, they are not. Moral qualifications and ability to inculcate and enforce the Christian virtues, I consider to be even of greater moment than literary attainments."

W. T. Crapster.

Things group themselves according to interior laws.

Nothing great was ever achieved without enthusiasm.

If a man fails you will find he has dreamed instead of working.

THE DUTY OF THE HOUR.

The most noticeable thing in educational affairs, at present, is the indication of a wide-spread agitation on the American system of common schools. Presidential messages are good national weather-signals, and for the first time in American history, the President of the United States, in his inaugural address, enforces the necessity of national aid for the education of the people. Fifteen years ago, in the Northern States, it was difficult to force into a great public journal an article treating of the public schools. But to-day every newspaper of the least claim to eminence bristles with spicy and radical columns on this theme. Half our State Legislatures during the past winter have been bristling with educational bills that would work the most sweeping changes in our present system; and on no subject of municipal government is there more earnest and bitter controversy than supplies for the public training of the children.

This thorough awaking of the American people to the theme, next to religion, incomparably the most momentous in its private and public relations, like all great revivals, is fraught with a double meaning. When the ice comes tearing down the valley of the Connecticut in the spring freshet, it is an open question whether it will deepen the old channel, or take a mighty lurch across a broad meadow, and toss a dozen miles of farm over into another township. A great deal of this popular excitement on the education of the people bears a hopeful look, but it cannot be denied that a great deal is an uprising against our whole American idea, and bodes only mischief in the near future. There are several classes in all our States opposed to our accepted American idea of schooling the whole people at public expense. The ecclesiastics, who propose to bring up the children of their own sects exclusively under priestly rule; the ultra-secularists, who are looking desperately to get their theory of next-to-no government, with the ignoring

of all moral or religious significance in public affairs, endorsed in the most vital part of American life—the common school-room; the growing class of vulgar and sordid rich men, whose life is a prolonged howl against taxation; the more dangerous class of educated and social exclusives, who propose to kick away the educational ladder by which they have risen to eminence, and doom the youth of all future generations to keep each in his own sphere; the great throng of principals and patrons of waning private and sectarian schools and colleges, who oppose the growth of the free higher education as death to their interests; the politicians, who would gladly perpetuate the deplorable ignorance that still holds millions of the people in bonds;—each of these classes is sufficiently powerful to breed disturbance; all together, they make an army able to inaugurate a rebellion against public education, more dangerous and far-reaching in its results than that against which we fought in arms fifteen years ago.

Now, what are the friends of the school doing to counteract this onset against the most precious American institution? It is getting evident that something must be done speedily, or an injury will be inflicted on the schools that will require years for reparation. The most dangerous of all attitudes is the good-natured confidence that "all will come out right" if nobody in particular does anything. *Nothing "comes out right" of itself in American affairs.* Every American institution, our whole framework of society and government, is the fruit of determined and persistent toil and sacrifice, and any cessation of conscientious toil will imperil any and every thing we hold most dear. *There is a great call, just now, for a revival of the American people on the subject of popular education,* and to that "great awakening" every wise friend of the common school will address himself without delay.

In this work we only follow the well-known law of the popular revival in all regions of life. When the church is dead, and religion going behind, the first thing needful is to wake up the professors of religion in the church. Ten right-

eous men will save any Sodom; and the school will be not only saved, but carried forward to its final success, if they who are set to guard and keep it are thoroughly alive to their duty.

This movement must begin by *a great effort at self-examination and consecration among the teachers of the schools.* About all the valid arguments of the enemies of public education are drawn from the short-comings and failures of the schools themselves. We honestly believe that the most dangerous element in this wide-spread criticism and opposition to the schools, is the incompetence and carelessness of multitudes of teachers, in all grades of public instruction. It must be acknowledged that millions of money are thrown away on teachers who teach only in name; who neither by intelligence, nor character, nor devotion to their work, are entitled to the confidence of the people. This fact is better known to the higher part of the profession than to anybody outside; it is evident to every school committee or superintendent of schools; to every editor of an educational journal who is fit to write on the topic in which he aims to lead the people. The most imperative duty now is that the whole upper side of the teaching profession should rise up and demand a reform in the teaching force of the country. The leading teachers of all the States should in some way combine to create a public opinion that will compel every country schoolmistress to look to her own position; force the school committee to insist on higher qualifications; urge the establishment of training or normal schools *for professional training alone;* claim the rigid supervision of school work as the only condition of taking State money; and greatly tone up the whole body that is entrusted with the care of the children. One of the chief elements of weakness in this warfare of the schools is the fact that the teachers cannot be massed in a phalanx that is able not only to defend its position, but to make head against opposition. A well compacted army of professional people, well trained and competent for their work, can march anywhere in America, and command the popular assent to any reasonable thing. If the teachers of

America have such a body, the friends of education would be far more hopeful than now of the issue of our present struggle with the enemies of the common school. The ability and character of any teacher will now be gauged by the earnestness with which he enters on the work of exalting his own profession, and making it competent to defend itself against all comers on the broad arena of American life.

The second work to be done, both by the professional and unprofessional intelligent friends of the schools, is to inaugurate a thorough system of popular instruction on this theme. If the masses of the people read and thought no more on political than they now do on educational matters, the Republic could be overturned in one Presidential campaign. It is because the leading journals and the foremost statesmen, no less than the most ignorant class of political partisans, in the smallest country town, are filling the ears of the people with information, forcing them to talk, and think, and vote, that the ship of State holds its way through stormy seas of revolution, and never swerves greatly from her providential course. Nobody but a school official, in constant dealing with school affairs, can understand the deeps of ignorance and indifference on this whole theme of popular education, among great classes of moderately intelligent citizens. It is not too much to say, that, except in some emergency or a sudden excitement, it is impossible to wake up the masses of respectable people, even in our leading States, to an active interest in what is being done with their children in the schools. However complimentary this state of mind may be to the teachers and school committees, it is fraught with imminent danger to the country. The people of New England need a new Horace Mann to wake them out of the ruts, and compel them to apply the proverbial New England sense and intelligence to the schools. The State of New York would not have been shamed by a governor's manifesto against the higher education had her citizens kept up with the demands of the age in knowledge of this momentous interest. The western school systems reel like ships in a

tempest, and the work of years is often wrecked in a day, because the masses of their powerful and eager people have no time to think and read on the subject, of all others the most important to the prosperity of the leading part of the country.

In this emergency, every sincere friend of the common school has a work to do. Nothing could be so valuable for our country villages during the months of leisure, as a series of public meetings for the discussion of public education, led by the foremost minds in the town. Such gatherings would knock the wind out of a good many conceited school-masters and pert young lady "educators;" they might breed a good deal of confusion at first; but they would inevitably work as a lift to the whole system of public education in the place. Our school institutes and conventions should bring forth the best men to address the people, and every teachers' convention that only deals in professional technicalities, and does nothing in the parents and children, is a failure. Our educational journals need a revival from the long era of dullness and dryness that is the curse of so much of the writing on educational topics;—as if the subject, of all others, that should make the dumb speak and the stammerer eloquent, should be condemned to the spell of eternal stupidity.

And as we believe in a good Providence, we are confident that, ere long, we are to witness the appearance of a class of apostles of public intelligence, who shall go forth clad in thorough knowledge, zeal, and patriotic fire, to stir the people with speech and song to their obligations to the children who are to shoulder the Republic in the second century of its marvelous career. We read the history of the apostles and martyrs of the primitive church, the crusades and great reforms and awakeners of mankind, with glowing hearts, and deplore the lack of a field for such magnificent adventures in these tame and prosaic days. But when and where, in God's world, was there a louder call to the grandest service of heaven and humanity, than in the present condition of our Southern States? The wave of revolution that swept over that devoted

land is now subsiding; the bow gleams out of the cloud; the dove flutters above the realm of war and hatred, with sun on its wings; good men are praying that the new century shall dawn on a era of good feeling, and we shall all be one. Who will now go forth on a mission of light and truth, to plead for the little children of the South; to wake the souls of her people to grapple with the only tyrant that now threatens her peace; the ignorance and brutality and superstition of millions of her daughters and sons? We trust in God that the occasion will find the man, and the people will respond to his call.—A. D. MAYO, in *The Educational Weekly of Chicago.*

WHY SHOULD TEACHERS BE TRAINED?

That many persons who have never been trained in any systematic manner, or indeed in any manner at all, have attained a high degree of excellence in the art of teaching, is freely and gladly admitted. Having a natural aptitude for teaching, they spontaneously do everything just right. Without being aware of following any system or having any method, they never fail to produce the best results and attain the highest success. These persons have genius. They are our law. We bow to them, and recognize fully that our humble business is to study how they do what costs them no study; to analyze those processes which their genius enables them to conduct without labor; to methodize those ways which to them are spontaneous; hoping to make it possible for others, less highly endowed, to profit by their genius; hoping to be able, by this means, to make common those arts which otherwise must be exclusive.

The need of special training for the work of the school room may be inferred from analogy. In all arts successful workers are found, who, having the energy and confidence to make a beginning, continually improve by experience, and, succeeding in all they undertake, stand at last at the head of

their professions. But the great majority of the self-taught artists and artisans never attain distinction, and never exhibit even a mediocrity of skill. The worst feature of the case is that these, who have neither genius nor training, sometimes succeed in corrupting the ideas and tastes of the people, and in begetting a hostility to the better forms of the art which they disgrace.

From two to five years are required for an apprenticeship to the ordinary mechanical arts. It is found that so much time as this is needed for learning the nature of the materials to be operated upon, and the use of the tools to be handled. Every one knows that ten or fifteen years of untaught practice hardly suffice to enable one to use skillfully that simple but wonderful instrument called a jack-knife; while a much shorter time, under a good master, suffices to learn how to use skillfully the numerous and often complicated tools and engines employed by the cabinet-maker, the edge-tool maker, the watchmaker, or the machinist.

Now, the material upon which the teacher operates—the body, mind and heart of the pupils—is much more rich in properties than any material used in manufactures; these properties are far more difficult to discover and understand, and the instruments employed in their development are far more difficult effectively to handle. When, in addition to this, it is considered that, for a teacher to injure or ruin a human being, by rude or unskillful handling, is a far more serious evil than for a sculptor to spoil a block of marble, or a nurseryman to ruin a tree, surely one is justified in believing that special training is needed to fit one for teaching, even more than for practicing any of the mechanical arts.

After graduating in a college it might be supposed that one could master the theory and practice of law without further training, but experience shows that the training of the school of law is at least highly advantageous. The same is true of medicine. Although the nature and properties of chemical elements and compounds are thoroughly

studied, it is not enough. A long course of special studies and training in the application of this knowledge is required in the school of medicine before the student is allowed to tamper with the health and lives of the people. Graduates intending to enter the ministry are provided with similar training. They may have been church members for ten or fifteen years, discharged all church and religious duties, taken an active part in all church operations, and listened to able preaching all their lives, but still a three years' course of professional training and study on these very things is deemed very desirable.

But for those graduates who intend to teach, whether in the public schools or colleges, nothing whatever is provided. No university department opens its doors to them. It appears as though it were not considered worth while to take any more trouble with this class of graduates. The good sense or genius of the student is considered a sufficient guide for him in this insignificant work, and he is sent out to teach, without having occasion to thank his *alma mater* for enabling him to make any distinction between teaching and learning, or for giving him any well-formed idea of what education is expected to do. Whatever views he may have on these matters formed no part of his college course; whatever preparation he may have for the practical part forms no part of his college training.

This want of provision for those college graduates who design to teach is remarkable. It could hardly be owing to the belief that the number of those students was so small as to make their training a thing of little moment, still less could it have been because the work which they do is so insignificant. They are the material out of which are made the professors and presidents of our colleges and universities, as well as multitudes of teachers and principals in other schools. Why, then, are they neglected?

It is true that the college does not profess to train men for any profession, but neither does it recommend and send out its graduates to practice either law, or medicine, or theology. In

this they are consistent; admitting, by never recommending their students as practitioners in these professions, that further and professional studies are needed. For this very reason, the fact that the colleges actually recommend and send out their graduates to teach appears to indicate either that they consider training for the profession of teaching already completed, or too unimportant to deserve further attention. Facts do not sustain either of these conclusions. Many a college graduate fails in teaching. The history of schools, as well as the philosophy of methods, confirms the position that this art, as much as any other, needs to have a professional department and professional training.

The influences exerted upon the public schools by the colleges and universities, very naturally, have been immense. There the teachers of our higher schools receive their ideas and inspirations. In these higher schools very many of the common school teachers receive their education and training. If the idea practically inculcated by college and university forms of educating prevail, the conclusion impressed upon the students must be that only scholarship is required to make a teacher, and that a knowledge of the subjects to be taught is education.

However much this conclusion may be opposed to the ideas of the professors and to the history of teaching, the facts that nothing is done to contradict it, that no provision at all is made for training teachers, that they are never recommended to seek such professional training elsewhere, and that no intimation is given that anything more should be done in preparation for their work, tend strongly to confirm them in the idea that nothing more is needed. They are sent out with a standing measured only by technical knowledge, and ordered to their work without any higher ideal to aim for, or any loftier ends to accomplish. Is it wonderful that they often mistake the means for the end, and consider technical knowledge final? Is it elevating the standard of qualifications of teachers too high to ask that they should at least know the difference

between the chisel and the statue, and that, while conducting any class exercise, they should have a definite idea of what faculty they are cultivating? If learning a subject be all that is needed in order to teach it successfully, then, having teeth extracted should be enough to make the patient a practitioner in this department of dentistry. But, before any one would submit his eye-teeth to the forceps of such a graduate, would he not require that a little professional education in the art of handling the instrument of torture be added to the sympathy which his own experience may have taught him to feel for his patient? It is cruel to the teacher as well as to his pupils to send him to do his difficult and important work of teaching with so little idea of the nature and objects of his labors as he has been able to obtain in his preliminary studies.

Before the sculptor began his work upon the block of marble, he had an angel in it. He had a clear idea of what he wanted to form. He studied the capabilities of the block, and discovered what it would make. Now he can apply his instruments understandingly. The rough angles are carefully and tenderly hewn off. The figure takes shape by degrees. The limbs are soon free, and the arms and hands relieved from durance. At length the features begin to beam with intelligence and love—the angel stands before him. How often the teacher, intent on making his work a success, commences his operations on the human beings under his hand, without much thought of what he ought to develop, or any sufficient knowledge of the nature of the delicate and sensitive material awaiting his skill. He sees no angel in it. He has no ideal before him, toward the development of which his labors tend, and has little thought of what will be the result of his work. Should he succeed in teaching certain facts and principles which he himself has been taught, he, in all honesty, considers that he has done his whole duty to his class, faithfully and well.—John W. Armstrong, D. D., in *National Teachers' Monthly.*

EDITORIAL DEPARTMENT.

How to Support a School Journal.—1. Subscribe for it. 2. Read it. There are not as many subscribers to any School Journal as there ought to be (we can say this with a good grace, for in our three years' experience we have not yet made a complaint on this head), but no Journal has as many readers as it has subscribers. Five minutes a day is all the time it would occupy, yet how many can say that they have read every number of this Journal from the beginning to the end? "All the articles are not equally good." Granted. But if you don't read them all, how can you tell but that you skip some of the best? "Some articles are downright stupid." Admitted. But would you have a picture all lights? Music is all the more enjoyable for an occasional discord. Besides, the Journal aims "to hold the mirror up to nature," and are there not stupid teachers, dear reader, as well as stupid preachers?

3. Write for it. Then you will sympathize with the writer of the stupid articles, and you will wonder where the brilliant writers got all their brilliancy You will read with a new relish after you have tried your hand at writing. That is the exercise that gives an appetite for intellectual food. He that reads much and writes nothing grows mentally lazy, fat and dyspeptic. With half a dozen exceptions we have printed every article that has been sent us by teachers for publication. Teachers, had you sent us livelier articles, the Journal would have been livelier, and you would have been livelier, and the editor and the publisher would have shared in the general hilarity. If this Journal is to be continued (which is not certain) the teachers for whose benefit it is published must *write* for it, as well as subscribe for it and read it.

4. Pay for it. This is added merely to make the sermon complete. We have no reason to complain of our patrons, on this score. Once, indeed, the receipts of a whole county failed to reach us, but that was not the fault of the subscribers. We have always been able from the receipts to pay the printer, without dunning our subscribers, and we can afford to give away some hundred of copies every month. Of course there is but little left in the way of profit, but no body runs an Educational Journal for profit. To make ends meet is glory enough, and such glory we have achieved.

Dr. Michael Jenifer Stone, school examiner of Prince George's County, died at his residence, Aquasco, on the 13th of April, at the age of 71 years. He had been long in feeble health, but his decease was a great shock and was unexpected by his friends, beyond the circle of his immediate family. He filled the office of Secretary, Treasurer and Examiner to the school-board of his county for nine years, and was for nearly

two years a member of the State Board of Education. Previous to his appointment as Examiner, he was a practising physician, and had the reputation of being a very skilful and successful practitioner. In the schools of his county he did a noble work. Indefatigable in his visitations, as long as health permitted, exact in his requirements, kindly in his mode of management, straight-forward in all his dealings, he had the confidence of every man in the county, and the respect even of those with whom he disagreed. A scholar without a tinge of pedantry, a gentleman without fear and without reproach, a Christian without bigotry, and a politician without rancor, he labored with all his might to bring the teachers under his charge up to his own high standard; and his efforts were, to a great extent, successful. He has left us in the height of his usefulness; but he has left behind that which will keep his memory green in the hearts of his fellow-citizens.

The Teachers' Association of Baltimore held its regular monthly meeting at the City College, Saturday afternoon, April 14th, at 3 o'clock. The resignation of Prof. Chas. C. Wight, president, was accepted. The regular exercises opened with a piano trio "The Caliph of Bagdad" by Misses Amy Rogers, Mary Woods and Prof. J. Harry Deems. The lecturer for the occasion, John B. Wentz, Esq., a former teacher in the Public Schools of Baltimore, was introduced to the Association in a few fitting remarks by the Vice-President, Prof. Wm. Elliott, Jr. Mr. Wentz discussed in a very entertaining manner the question "Is Anybody Wrong?" He spoke without notes, and the applause was very emphatic at times, particularly when reference was made to teachers being poorly paid for their services. Miss Rosa Buschman sang "Who is at my Window?" at the close of the lecture. It was announced that the question for discussion at the May meeting would be "How much of a Principal's time should be given to teaching, and how much to supervision?"

The Teachers Institute for Queen Anne's County was held at Centreville, commencing on the 10th of April, and lasting during the week. All the teachers of the County were present, with the exception of three, and two of these were known to have been detained by sickness. Every teacher whose name was on the programme responded promptly and satisfactorily to the call; the attendance of citizens in the afternoons and evenings was quite large; and the greatest interest was manifested in the proceedings both by the professional and the unprofessional part of the audience.

The Cecil County Institute commenced at Elkton on the 25th of April, and continued till the close of the week. All the School Commissioners were present at almost every session. About ninety teachers were

in attendance. The evenings were devoted to the lighter exercises, readings, essays and music, and attracted a large number of visitors. Dr. Willitts, of Brooklyn, delivered one of his interesting lectures on the last day of the session. The occasion was greatly enjoyed by the teachers present, and by other friends of education who were attracted to the Institute.

A Flying Visit which the writer paid to Richmond, about the middle of last month, convinces him that the mantle of the late lamented Binford has fallen on the right shoulders. Superintendent Perry is carrying on to completion the work which was so auspiciously begun by his predecessor. He is a live man, and has live people around him.

The *Educational Journal of Virginia* is one of the most welcome of our exchanges. It combines sound philosophy with high culture, and good common sense with orthodox educational theories.

The Teachers' Association of Baltimore County held their regular quarterly meeting on the 4th and 5th of May. The attendance was larger than usual, and the discussions more entertaining and spirited. Subscriptions were taken up at the close, in aid of a monument to the late examiner, Dr. Kepler. We trust this good work will be pushed on to a rapid completion. It is not proposed to spend much money on it, but the last resting-place of a man so dear to the teachers and the children of Baltimore County deserves to be appropriately marked. Teachers who have not yet sent in their collections are requested to attend to it without delay.

The State Teachers' Association will meet at Easton, Talbot County, on the 10th of July. Alexander Chaplain, Esq., Secretary of the School Board of Talbot, is Chairman of the Executive Committee. Suggestions and inquiries should be addressed to him. The same day has, unfortunately, been selected for the meeting of the Philological Association in Baltimore.

The Commencement of the State Normal School will be held on Thursday evening, May 31st. Persons wishing to attend should write to the Principal for tickets.

The Annual Re-Union of the Graduates and Students of the State Normal School will be held on Friday evening, June 1st, in the Assembly Hall of the school.

CORRESPONDENCE.

Mr. Editor:

The editor of the *Pennsylvania School Journal* some months since gave his readers to understand that the "testimony of an Illinois farmer, as published in a late annual report of the State Superintendent of Public Instruction, is the experience of thousands in Pennsylvania and elsewhere, as to the lack of efficiency in our school work. I have *read and pondered*, and the conclusion to which I have come is, that the testimony reflects much more upon the farmer and his son than upon teachers, though designed to show the inefficiency of the latter. Blameworthy as many teachers may be, and therefore deserving of condemnation, out of his "own mouth will I judge" the Illinois farmer, and bring to light some of his shortcomings.

Permit me here to premise that I have rarely met with a farmer, however ignorant, who did not know—rather, profess to know—more about the qualifications and duties of a teacher than the teacher did himself, however thorough the preparation for his work, and however great his experience. As the farmer in question is not only well acquainted with "corn culture," but is fond of Shakespeare, and seems to possess general information upon most subjects, of course, I cannot be thought to reflect in the least upon his intelligence, even if he should be a resident of that portion of Illinois that used to be, if not now, called Egypt.

But to the testimony. "I am a farmer. My son is now eighteen years old. He began to attend the district school at the age of six, and has attended two terms, or six months a year, from that time until now. He is a boy of good health, and at least of average mental abilities, and has never been considered less studious than his school-fellows and classmates. His teachers have been as competent as the average of those employed in country schools. His time in school has been spent exclusively upon the seven rudimentary branches taught in the common district schools: spelling, reading, writing, arithmetic, geography, grammar, and the history of the United States. He is, nevertheless, a poor speller, reader and writer; knows little of arithmetic or grammar, except rules, and has only a smattering of geography and history. I found out these things by asking him questions and setting him to do things for me."

Now, in reply I have to say, the boy's mental abilities must have been very limited indeed, his school-fellows and classmates not at all studious, or his teachers very incompetent—otherwise such a result could not have been the case. But when were all these things found out? The father should have been interested enough in the education of his child to have noted his progress, on the contrary, from the very first; but it seems he waited twelve years before he took his son in hand.

"Finding that my poor boy had but very little to show for his twelve years of delving in the seven elementary common branches, that he was a poor reader, and a worse writer and speller, that he knew nothing of punctuation, and could not, with the matter furnished him, prepare a few pages of manuscript well enough to save them from the editorial waste-basket; that his stock of history and geography was meagre in the extreme; that his knowledge of arithmetic, beyond the mere verbiage of the text-book, was unequal to simple ordinary business transactions connected with his father's farm, I thought perhaps he had made up in general knowledge what he lacked in these subjects, and continued my inquiries."

By reading the testimony in full, it will be seen how the inquiries were conducted. Though John seems not to have been able to master spelling, reading, &c., after spending his time exclusively upon them, he was expected to be taught by the school teacher many other branches, such as Book-Keeping, Biography, Mental and Moral Philosophy, General Literature, Anatomy, Zoology, Botany, Geology—in a word, Natural History in general—a pretty extensive curriculum for a *common school* boy! While John was to be told "again and again that the few studies of the district school were chiefly valuable as necessary instruments for future acquisitions"—that he "might through them become intelligent, well-informed, useful and happy"—the teacher is blamed, and John by no means complimented, because these "future acquisitions" had not already been secured.

Now, for the unkindest cut of all. John says the teacher "had not done any of these things"—had not done more than to hear him "recite what was in the books." But truth compels me to say that John is not the first nor only scholar who has made such a statement. I have known scholars to be told over and over again many things by the teacher, who afterwards would say just what John did. When children are stupid or inattentive they will tell their parents they had not been taught such and such things, and thus throw the blame upon the teacher. Their memory is very poor indeed.

But to the Illinois farmer again. "A day or two after this conversation I took a walk with my son through the gardens, stock-yards, fields and woods, resolved to bring this painful inquiry to a conclusion, and bitterly reproaching myself for having so long taken it for granted that he was doing well. Of the ground beneath our feet, he knew only that it was a portion of the earth's surface; of the gardens, he knew that vegetables grew in one and flowers in the other; he knew the names of the various domestic animals, but he did not know which of a cow's jaws are destitute of front teeth, nor when she rose from the ground, which end of her got up first. The grain in the adjoining fields was six inches high, one wheat, the other oats; he could not distinguish them. All he could say of the meadows was that they contained grass; of forest trees, he could tell the

names of but few, while of their respective characteristics and values for fuel, lumber, etc., he was ignorant." And now, my dear friend, do you really think the teacher, rather than you, should have told your son all about these things? While the *school-house* is the best place for *school work* proper, for other duties, for certain kinds of instruction, other places are much more suitable, such as "the gardens, stock-yards, fields and woods"—the outside world. As a teacher, permit me to say I wish that not only you, but all parents, would try "to arouse the child's dormant senses and faculties, and to show him what great things God had done for his education, to give him a fresh baptism into the spirit of nature and world of realities." Being also something of a farmer, I would be glad to see your article upon "The Culture of Corn," with which, no doubt, I would be much better pleased than I am with the one on school-teaching.

But I must close. It is impossible for the teacher, during the short time a child is sent to school, to do all that should be done there, and also all that should be accomplished afterwards. Solomon says: "There is a time for all things." We can teach a child spelling, reading, elementary arithmetic, &c., though we keep away from the starry heavens and do not dive into the secrets of nature.

W. T. C.

BOOK NOTICES.

The Cyclopedia of Education, edited by HENRY KIDDLE and ALEXANDER J. SCHEM, and published by E. Steiger, of New York, deserves more than a passing notice. The design of the editors has been to prepare a work of moderate size, which might be placed "like the dictionary, on every teacher's desk, to be consulted whenever occasion might require, thus affording information and practical aid at every exigency of his daily labors." In this design they have succeeded admirably. It would be difficult to compress a greater amount of really valuable information into the same space. There is scarcely a subject to which the mind of a teacher is solicited in his daily business which is not treated in this Cyclopedia in a satisfactory, if not an exhaustive, manner. Those who desire to investigate any subject more fully will find the bibliographical summary at the end of each article to be a great help. The general scope of the book may be gathered from the statement that in 900 pages large octavo, the editors have given us an able discussion of the Theory of Education, School Economy, School Systems, and Methods of Administration and Governmental Policy in reference to Education, with copious biographical sketches and educational statistics. Reference to any particular topic is made easy by the alphabetical arrangement, and by the Analytical Index according to subject matter at the close of the volume. We cannot too highly commend this book to the attention of all who are interested in education, either generally as citizens of the United States, or specially as teachers or school officers.

Our First Hundred Years, by C. EDWARD LESTER (United States Publishing Company), is a wonderful book. It is not history in the scientific sense, it is not a dry record of annals, it is not a compilation, in the usual school-book fashion, of facts out of which the juice has been squeezed by condensation; it is a cyclopedia of information written in the style of a newspaper editor, who does not disdain to condescend to occasional sensationalism, though he never wishes to sacrifice the truth to mere effect. It is in fact as readable as a newspaper, and should be read with the same allowances. In his narrative of the Civil War, he tells the story from the Northern standpoint.

ZUCCATO'S PATENT PAPYROGRAPH.

400 Autograph Copies of any Writing, Illustration, Design, Notice, Map, Table, Examination Paper, &c.,

Can be produced by the Papyrograph in an hour with an ordinary copying press.

Men in all kinds of business, and in schools of every grade, will find it invaluable, and that there is no limit to its practical use.

Send for Circulars and Catalogue of prices. Address,

PAPYROGRAPH CO.,

43 and 45 Shelucted Street,

NORWICH, CONN.

A GOOD OFFER!

Any teacher who takes an interest in Music, may procure an

UNABRIDGED DICTIONARY,

Without costing him a cent, by writing to

J. O. WEAVER,

Manufacturer of the YORK COTTAGE ORGAN,

304 West Market Street, York, Pa.

THE BOOK FOR THE TIMES.

ANDREW'S
Manual of the Constitution.

MANUAL OF THE CONSTITUTION OF THE UNITED STATES,
Designed for the Instruction of American Youth, in the Duties, Obligations, and Rights of Citizenship.
By ISRAEL WARD ANDREWS, D. D.,
President Marietta College.
408 *pp.*

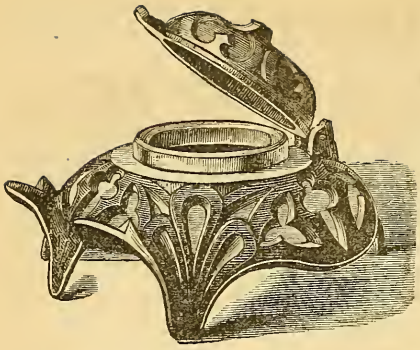
SCHOOL EDITION.—12mo. cloth. **$1.50.** Supplies for first introduction, and sample copies by mail post-paid for examination with a view to introduction, **$1.13.**
LIBRARY EDITION.—8vo. full sheep. **$2.00.**

"THE NATION'S" REVIEW
—OF—
ANDREW'S MANUAL OF THE CONSTITUTION.

"President Andrews states in his preface that this work grew out of the researches which he found himself compelled to make in order to prepare himself for the duties of the class room; but that 'a conviction that a knowledge of our government can not be too widely diffused, and that large numbers would welcome a good work on this subject, has led to the attempt to make the volume a manual adapted for consultation and reference by the citizen at large.' There is a third function of this Manual which also deserves to be pointed out, and that is the instruction of foreigners as well as of native citizens in regard to the nature and historic development of our institutions. In each aspect of its usefulness, the work can not fail to meet with approval, *and as a text-book it is by all odds the best of its kind. We hope that every effort will be made to introduce it into our schools and colleges.*

"The Constitution is too apt to be regarded (if not taught) as a definite and self-interpreting instrument, and arguments as to what is and what is not constitutional are usually conducted as if the gravest questions could be settled by any one who had a good memory of the text, or who had access to an index or concordance to our national charter. Ideas like these are effectually dispelled by Andrew's Manual, which records in detail the organization and growth of each department of the Government, and shows the Constitution to be something more than the skeleton framework of '87 plus a certain number of amendments. * * *" —*The Nation.*

WILSON, HINKLE & CO.,
Publishers Eclectic Educational Series.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

JAS. M. GARNETT, LL.D., Principal.

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

NEW SERIES OF

GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

INTERESTING TO TEACHERS, STUDENTS, AND EDUCATORS

New Books with New Ideas.

Brooks' Normal Higher Arithmetic, -	$1 38
Brooks' Philosophy of Arithmetic, -	(In Press)
Westlake's Common School Literature,	60
Westlake's How to Write Letters, -	1 00
Lloyd's Literature for Little Folks, -	50

A Course of Permanent Excellence.

BROOKS'

Normal Arithmetics, Algebra & Geometry,

A Leading and Practical Course for Business.

Extensively used in the best Schools, and highly recommended by the best Scholars.

Primary, 35, Elementary, 50, New Mental, 38, New Written, 95, Algebra, $1.25, Geometry, 84, Geometry and Trigonometry, $1.25

Raub's Normal Spellers 30, 45
Pelton's Outline Maps - $25
Fewsmith's Grammars - - - 45, 65,
Peterson's Familiar Sciences 80, $1.60.

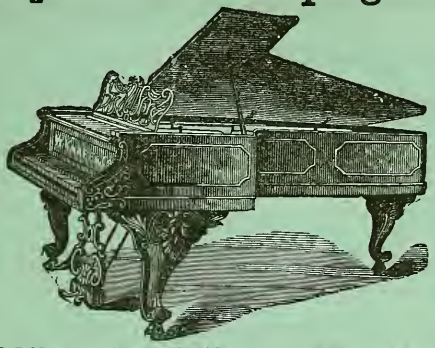
☞ Full Catalogues of SOWER, POTTS & CO'S PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

THE ONLY ONE AWARDED CENTENNIAL MEDAL.

DR. JOHNSON'S

$30

HEALTH-LIFT

FOR HOME USE

IS THE CHEAPEST, BEST AND MOST POPULAR.

Embodies all the merits of other Lifters, besides having advantages peculiar to itself, being the

Lightest, Simplest, most Compact, Ornamental and Convenient.

Highly commended by thousands of Physicians, all Classes of Professional Gentlemen, and Brain-Workers generally, and by all kinds of Sedentary People, and Chronic Invalids of every sort.

Send stamp for Illustrated Circular.

AGENTS WANTED.

J. W. SCHERMERHORN

14 Bond Street, New York,

Publishers, Booksellers and Manufacturers of School Material.

To be seen at store of J. W. Bond & Co., and also with M. A. Newell, Principal State Normal School, of Baltimore.

ECLECTIC GEOGRAPHIES

By A. Von STEINWEHR,

COMPLETE SERIES IN THREE BOOKS:

Eclectic Primary Geography, No. 1;
Eclectic Intermediate Geography, No. 2;
Eclectic School Geography, No. 3.

PRICES.—I, Retail; II, Introduction Price; for first introduction into schools where not already in use; III, Exchange Price; for first introduction into schools, in exchange for the corresponding old books of other series in use in the schools.

	I.	II.	III.
ECLECTIC PRIMARY GEOGRAPHY, -	$0.80	$0.60	$0.40
ECLECTIC INTERMEDIATE GEOGRAPHY	1.50	1.13	.75
ECLECTIC SCHOOL GEOGRAPHY, - - -	1.80	1.35	.90

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, at Introduction price (2d column).

Superior in the following important particulars:

1. **Compactness.** Only three books in the series. The School Geography, No. 3, includes a treatise on *Physical Geography*, sufficiently complete and extensive for Common and High Schools, obviating the necessity of a separate text-book on that subject in schools where the Eclectic Geographies are used.

All superfluous matter and statements of facts foreign to the subject have been carefully omitted.

II. **Uniformity of Plan.** There is a uniformity of plan in arrangement and presentation of the subject which greatly facilitates the progress of the pupil.

III. **Gradation.** The series, and each book of the series, is graded easily, naturally, and in a manner to best adapt them to the use of schools.

IV. **Map-Drawing.** The system of Map-Drawing taught is most simple and practical, and is embodied in the books and not in a separate treatise.

V. **The Map Questions** are on the pages facing the Maps.

VI. **The Pictorial Illustrations** were designed and engraved by the best artists, expressly for these books. They are all new and instructive, and they vividly illustrate the text.

VII. **The Statistical Tables** are compiled with the utmost care and accuracy, from the latest reliable sources.

VIII. **The Maps** show distinctly the Physical features, as well as the Political boundaries of the country, and are the most beautiful, the most clearly engraved, and the most accurate of any American Maps. They are the result of long-extended, careful labor, subjected to critical revision, and are generally conceded to be *the best.*

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

Vol. III. June, 1877. No. 10.

THE MARYLAND SCHOOL JOURNAL.

M. A. NEWELL, Editor.
W. ALEX. ABEY, Publisher.

CONTENTS.

PAGE

Early Legislation in Behalf of Public Education in Maryland.....803
What We All Want..... 836
Editorial Department:
Valedictory.....840
The Maryland State Teachers' Association..... 841
Notice to Subscribers.....842
Public School Teachers' Association of Baltimore..... 842
Correspondence.... 843
How to Manage Him..... 843
Book Notices..... 844

TERMS.—1.25 per annum, postage prepaid. Ten Numbers constitute the Year. Fifty Copies, $50.00.

BALTIMORE:

PRINTED BY KELLY, PIET & CO.,

No. 174 W. Baltimore Street.

Business Communications should be addressed to W. ALEX. ABEY, Publisher, Baltimore, Md.

KELLY, PIET & CO.

BALTIMORE,

PUBLISH THE FOLLOWING LIST OF POPULAR AND APPROVED

SCHOOL BOOKS,

By PROF. M. A. NEWELL, A. M., Principal of the Maryland State Normal School, and PROF. WM. R. CREERY, A. M., City Superintendent of Public Instruction, Baltimore.

The most Liberal Terms offered for Introduction.

Creery's Primary School Spelling Book.....35 Cents.

Creery's Grammar School Spelling Book.....60 Cents,

Containing Derivative Words, with Rules for their Formation, a Full List of Homophonous Words, Test Words, a very Large Collection of Synonyms, and an Etymology.

[*From the Literary Gazette.*]

"The two Spelling Books have been prepared by Mr. Creery. The larger one is worthy of high commendation. It contains a very full list of homophonous words, synonyms, Greek and Latin derivatives, prefixes and suffixes, and test words. Authors and journalists will find it a serviceable book for ready reference in the haste of composition."

Newell & Creery's First Reader.....25 Cents.

Newell & Creery's Second Reader.....50 Cents.

Newell & Creery's Third Reader.....75 Cents.

Newell & Creery's Fourth Reader.....90 Cents.

Newell & Creery's Fifth Reader.....$1.25.

Newell & Creery's Sixth Reader.....$1.50.

[*From the Literary Gazette.*]

"They are produced in an excellent style of manufacture. In paper and typography, and in the character of the illustrations, they will compare most favorably with any other works of the class. They are thoroughly graded, and the selections are entirely free from sentiments of a political or sectarian character, and that 'there is not a line which may not be read without offense in any School North and South, or by persons of any religious denomination.' We heartly wish that the same thing could be said of all such books. The Sixth Reader is an admirable collection of fresh and diversified selections, including a large number from very recent English and American literature, and even from living writers."

Creery's Catechism of United States History, with Questions on the Constitution of the United States and a List of Presidents, Vice Presidents, and Cabinet Officers, from the formation of the Government to the present time. Illustrated...50 Cents.

Irving's Series of School Catechisms. Revised by M. J. Kerney, A. M.

The Series embraces: Astronomy, Botany, Chemistry, English History, Mythology, Classical Biography, Roman and Grecian History and Antiqnities, Jewish Antiquities.

Each.....20 Cents.

Kerney's Catechism U. S. History.....25 Cents.

Kerney's Catechism Sacred History.....25 Cents.

Wilson's History of American Revolution.....$1.50

History of France.....$1.75.

Manual of Catholic Church History.....$1.00.

CLASSICAL BOOKS.

Vira Romæ.....75 Cents.

Historia Sacræ.....50 Cents.

Phaedrus.....50 Cents.

Ovid, Part 1.....50 Cents. **Part 2**.....75 Cents.

DeGournay's First Steps in French.....60 Cents.

Fables de la Fontaine.....75 Cents.

Paris Editions of Boileau, Corneille, Gil Blas, Corinne, Allemagne, Moliere, Racine, Lettres de M. Sevigne, &c. Each.....$1.50.

Louage, Moral Philosophy.....$1.50.

The Gem, a Compilation of Songs for Primary and Grammar Schools.....20 Cents.

Weekly Report Books for Schools, per dozen.....$1.25.

Virginia Military Institute Series of Mathematics: Elements of Geometry, $2.25; Elements of Descriptive Geometry, $1.75; Elements of Trigonometry, $2.50.

KELLY, PIET & CO. keep on hand a Large Stock of Standard School Books and School Requisites, which they are prepared to supply at the lowest prices.

Any Book not in Stock promptly procured.

KELLY, PIET & CO., Printers and Publishers,

174 W. Baltimore St., Baltimore.

THE

MARYLAND SCHOOL JOURNAL.

DEVOTED TO THE CAUSE OF EDUCATION.

Vol. III. JUNE, 1877. No. 10.

EARLY LEGISLATION IN BEHALF OF PUBLIC EDUCATION IN MARYLAND.

The Charter of Maryland, granted by Charles I to Cæcilius, Baron of Baltimore, makes no provision for education nor any allusion to it.

At a session of Assembly, "begun and held at the city of St. Mary's, the 21st day of September, in the sixth year of the reign of our Sovereign Lord and Lady, William and Mary," among thirty-three Acts for a variety of purposes, was one "for the encouragement of learning, and the advancement of the natives of this province;" and another, entitled, "A supplicatory Act to their sacred majesties for the erecting of free schools." The first was repealed in 1704, and the other in 1696; if any action was taken under either of them no record remains. In 1696, Francis Nicholson, Esq., Governor, there was passed, "A petitionary Act for free schools," of which the following is an abstract: The preamble returns thanks for "your Majesty's princely zeal and pious care of our Mother the Church of England, and extending your royal benediction to our neighboring colony, your Majesty's subjects and territory of Virginia, in your gracious grant and charter for the propagation of the college, or place of universal study, in that, your Majesty's said colony;" and entreats his most sacred

Majesty to extend a similar "royal grace and favor to his Majesty's subjects of this province." The second section commences thus: "And may it be enacted, by the King's most excellent Majesty, by and with the advice, prayer, and consent of this present General Assembly, and the authority of the same, that for the propagation of the Gospel, and the education of the youth of this province, a certain place or places, for a free school or schools, or place of study of Latin, Greek, Writing and the like, consisting of one master, one usher, and one writing-master or scribe, to a school, and one hundred scholars, more or less, according to the ability of said free school, may be made, erected, founded, propagated, and established under your royal patronage; and that the most Reverend Father in God, Thomas, by Divine Providence, Lord Archbishop of Canturbury, Primate and Metropolitan of all England, may be Chancellor of the said schools; and that, to perpetuate the memory of your Majesty, it may be called King William's School." Then follow the names of the Trustees who are made "capable in law for taking, holding, and enjoying" lands, rents, etc., to the value of fifteen hundred pounds sterling, "and all other goods, chattels, money, and personal estate whatsoever, of the gift of any person whatsoever that is willing to bestow them for the said use." This money (when obtained) was to be laid out "in erecting and fitting the edifices of the said free school or schools." The third section requires the trustees to appropriate one hundred and twenty pounds sterling per annum "for the salary of the master, usher, and scribe, and necessary repairs and improvements." Sections four to eleven, inclusive, define and regulate the duties and powers of the incorporation, which is to be called, "The Rectors, Governors, Trustees, and Visitors of the Free Schools of Maryland." The twelfth section provides that when the income of the first free school shall exceed one hundred and twenty pounds a year, the rectors, governors, and visitors shall erect another free school at Oxford, or some other suitable place in Talbot County. The next section requires the "rec-

tors, governors, and visitors, after the second free school is established, to proceed as fast as they shall be enabled to the erecting other and more free schools in this province; that is to say, in every county of this province, at present, one free school." The only immediate result of this enactment was the establishment of King William's School at Annapolis, which is still in existence under the name of St. John's College; but the policy thus declared and inaugurated, of founding one free school in each county, guided the educational efforts of Maryland for nearly a century, and may be seen to-day in the Academies, of which nearly every county has one, and in the Academic Donation, from which each county receives twelve hundred dollars a year from the State treasury. The prevailing weakness of Maryland legislation in behalf of education up to 1865, is also to be seen in the law just quoted:—the intent is good, the machinery is perfect, but no money is furnished to carry out the good intentions. It seems to have been taken for granted that as soon as the legal forms under which schools could be established were completed, private benevolence would step in and supply the necessary funds. But though the liberality of individuals has amply endowed many noble institutions of learning, it has never been able to educate a nation, a State, or even a city.

In 1704, the petitionary Act of 1696 is declared to be in full force. In 1715, an Act was passed, "vesting in the rectors, governors, and visitors of free schools, a certain lot of land in the city of Annapolis, and an house thereon erected," for the use of the free school in the city of Annapolis.

In 1723 an Act was passed "for the encouragement of learning, and erecting schools in the several counties within this province." The preamble of this Act recites that "preceding Assemblies for some years past have had much at heart the absolute necessity they have lain under, in regard both to duty and interest, to make the best provision in their power for the liberal and pious education of the youth of this province," &c., "and for

that end, laid an imposition * on sundry commodities exported out of, and others imported into this province, and other fines for the raising a fund for the erecting and supporting a good school in each county within this province, which has succeeded with such desired effect that it is now thought necessary, and is prayed that it may be enacted," &c. The next section requires the school to be located "as near the centre of the county as may be, and as may be most convenient for the boarding of children." The third section names and appoints seven Trustees (called Visitors) for each county, and invests them with "full and sufficient authority" for discharging their duties, and requires each of them to take the following oath: "I, A. B. do swear that I will duly and faithfully discharge the duties and trusts committed to me, as a Visitor of ——— County school, according to the best of my skill and cunning. So help me God." The Visitors are empowered to fill vacancies in their own number, and have "perpetual succession forever, with full and absolute power, liberty, and authority in making and ordaining such laws, ordinances, and rules for the good government of the said schools."

The Visitors of each school are required to purchase one hundred acres of land for the use of the school, and to assign a part (not exceeding half) to be built upon and cleared, "for the conveniency of making corn and grain, and for pasturage, for the encouragement, use, and benefit of the master of the school;" the remainder is to be preserved as "woodland ground, and no other use made thereof by the master than what may be absolutely necessary for firewood and repairs;" and the master is especially prohibited from "planting tobacco on the school farm," on any account whatever, either by himself or any other person. The Visitors are further ordered to

* I have not been able, after a careful, but not exhaustive, search, to find any definite statement either of the commodities on which the imposts were laid, or of the amount of revenue accruing therefrom. One of the most important sources of income was probably a duty of three pence per hogshead on all tobacco exported.

meet at the school at least four times every year "to inspect into, and consider of, and direct the necessary affairs thereof." It is also enacted that "the money already raised for the use of the county schools, and that is now in the public treasurer's hands,"* should be divided into twelve equal parts (corresponding to the number of counties then in existence), and one part given to the Visitors of each county school. The Visitors of each school are authorized to employ a register, "and allow him a reasonable salary, who is hereby obliged to keep a fair account of all their proceedings, and of the application made by them of all monies," tobacco, etc., given them by this Act, which account "shall at all times hereafter be subjected to the examination and the correction of the general assembly of this province." That this law was not expected to be popular may be inferred from the last section, which provides that if any person appointed as Visitor "shall wilfully refuse or delay to take upon him the said office, he shall forfeit and pay for every such refusal or delay the sum of five hundred pounds of tobacco," for the use of the county school.

But it seems that the fine was too light, or, as is more probable, that the law was not enforced, for five years later (1728) a supplementary Act was needed, and was passed, because, as the preamble of the latter states, "no provision had been made for turning out and supplying the place of any visitor or visitors wilfully neglecting or refusing to act in the duty and office of a visitor, by which means several inconveniences and much damages have and may happen to the schools."

After making provision for supplying the place of recusant visitors, the Act proceeds to direct that, "The master of every public school within this province shall, and is hereby required to teach as many poor children *gratis* as the visitors shall order, or be immediately discharged, and a new master put in."

* Unfortunately I have not been able to ascertain, even approximately, how much money was then in the treasurer's hands, subject to this distribution.

It may be inferred from this section that the original idea of a Free School System had already begun to be obscured. Probably the income from public sources was insufficient to support the master and his assistant, and was at first supplemented by tuition fees. In the course of time, all pupils were expected to pay for their tuition, and the rights of the public were in danger of being lost, when the General Assembly interferes to assert the rights of the people, and orders the masters to receive as many *poor* children gratis as the visitors may direct. This seems, at first sight, to have been only just; but in reality it gave up the whole principle of Free Public Schools, on which all the earlier legislation rested, and substituted for it a Pay School with a charity attachment. Instead of an open highway where all, rich or poor, have exactly equal rights, we have a private park owned by a few who are rich enough to pay for the luxury, but to which a few poor children may be admitted as a charity.

The fatal error still survives, though without strength enough now to do much mischief. Only two years ago, a popular newspaper in the city of Baltimore alluded to the schools as "eleemosynary institutions," and was not rebuked.

The subsequent history of education in Maryland will show that no success was possible until the element of charity was discarded, and the principle of public right, duty, and interest placed in its stead.

This law of 1728 also revives and confirms an Act passed in 1704, which laid a "duty of twenty shillings current money per poll on all Irish servants being papists, to prevent the growth of popery by the importation of too great a number of them into this province, and also the additional duty of twenty shillings current money on all negroes, for raising a fund for the use of public schools within the several counties of this province."

From this date till the Revolution, the allusions to education on the statute book, or any documents accessible to the writer, are few and uninteresting. Each county was struggling to

keep up a Free School (so called, but in reality a Pay School with charity scholars) on insufficient means. Occasionally, the half of certain fines was added to the school fund. Thus in 1730, the penalty for killing wild deer out of season was fixed at four hundred pounds of tobacco; in 1731, the penalty imposed on clerks of the courts for illegible or abbreviated writing in official documents was two thousand pounds of tobacco; in 1747, a fine of five pounds of current money was imposed on parties selling liquor within three miles of the place of the yearly Quaker meeting; and in each case one-half of the fines was to go to the public school of the county. But all this, and the whole of the fine for allowing hogs to run at large, was evidently insufficient, for we find that the Visitors of Kent County School applied to the General Assembly for permission to sell half their land for the benefit of the school; and in 1750, an Act was passed authorizing the Visitors of King William's School to sell certain lands and houses belonging to them, and in this Act it is stated, incidentally, that "the chief support of the said school at present is the interest of a sum of money bequeathed by the Honorable Benedict Leonard Calvert, Esquire, late Governor of Maryland, for supporting the same." The annual income of each school from the public treasury was also diminished from time to time by the formation of new counties, as the whole sum was always divided equally among the several counties.

That the principal dependence of teachers was on the fees of the pupils is evident from an Act passed in 1758, in which permission was given to change the location of the school house in St. Mary's County, for the reason that "it stood in so inconvenient a place in said county that a master duly qualified for such a school could not gain a sufficient maintenance." And yet it is called a "Free School" in the title of the Act. If further evidence that the schools were languishing for want of support were needed, it may be found in the memorial of the citizens of Somerset and Worcester Counties to the General Assembly (1770), in which they represent that the funds pro-

vided for a school in each county, separately, do not provide sufficient encouragement for proper masters, and ask that the two schools may be consolidated into one, which was accordingly done.

In 1774, an Act was passed to unite the three free schools of St. Mary's, Charles' and Prince Georges' Counties, to consolidate their funds, and to authorize the erection of one school house for the three counties "at the place called Cool Springs, in St. Mary's County, which shall be called by the name of Charlotte Hall."

In 1778, the "free school of Calvert County with the land thereto belonging" was sold at public auction, and the proceeds paid over to the trustees of the Lower Marlborough Academy, who were also authorized to receive all monies belonging to the Calvert County free school in the State Treasury. The reason assigned for this change is "that the free school in said county does not afford sufficient encouragement to a master," and that "sundry inhabitants of Calvert County have at their own private expense erected a seminary of learning near Lower Marlborough, which for several years past has had a sufficient number of students to enable a gentleman of abilities to take the management and direction thereof," and that they were desirous of enlarging the plan of said seminary by selling the said free school and the lands thereto belonging, and applying the money arising from the sale thereof to the use of the said seminary. Thus was the Calvert County free school exchanged for the "Lower Marlborough Academy," and the policy inaugurated, which has continued to the present day, of endowing private schools with public money.

Inter arma, schools, like laws, are apt to be silent. The only additional fact worthy of mention during the struggle for independence is the incorporation in 1779 of the Back Creek school in Somerset county, under the name of Washington Academy, an institution which still survives. No sooner was the war virtually ended by the surrender of Cornwallis than education came again to the front.

The preamble to the Act for founding a college at Chestertown (Kent County) is worth quoting in a condensed form: "Whereas institutions for the liberal education of youth in the principles of virtue, knowledge and useful literature are of the highest benefit to society, in order to raise up and perpetuate a succession of able, honest men, for discharging the various offices and duties of the community, both civil and religious, with usefulness and reputation; and whereas former legislatures of this State have, to the best of their abilities, laid a considerable foundation in this good work, in sundry laws for the encouragement of county schools, for the study of Latin, Greek, writing, and the like, intending as their future circumstances might permit, to engraft or raise on the foundation of said schools more extensive seminaries of learning, by erecting one or more colleges, or places of universal study, not only in the learned languages, but in philosophy, divinity, law, physic, &c., and whereas this great and laudable undertaking hath been retarded by sundry incidents of a public nature, but chiefly by the great difficulty of fixing a situation on either shore of this State for a seminary of universal learning, which might be of equal benefit and convenience to the youths of both shores," it is thought better to have two colleges, one on each shore, which might afterwards be "united under one supreme legislature and visitorial jurisdiction, as distinct branches or members of the same State university." Accordingly, it is proposed to raise the Kent County free school to the rank of a College, a step which seems to be justified by the representations of the visitors, that "the said school hath of late increased greatly, by an accession of students and scholars from various parts of the Eastern Shore of this State, and the neighboring Delaware State, there being now about one hundred and forty students and scholars in the said school, and the number expected soon to increase to two hundred." The visitors express their conviction that, if the school were erected into a college, "very considerable sums could be raised in a few years, by free and voluntary contributions for the establishment and support of such seminary."

The Act accordingly provides that when five thousand pounds sterling shall have been paid over to the visitors for the use of the college, they should be declared to be "one community, corporation and body politic, to have continuance for ever by the name of the Visitors and Governors of Washington College in the State of Maryland, in honor and perpetual memory of his Excellency General Washington, the illustrious and virtuous Commander-in-Chief of the armies of the United States." It is provided in this charter that "youth of all religious denominations and persuasions shall be freely and liberally admitted to equal privileges and advantages of education, without requiring or enforcing any religious or civil test whatever . . . . . nor shall any preference be given in the choice of any visitor and governor of said college, or of the principal or vice-principal, or any professor or master, on account of his religious persuasions, but merely on account of his literary and other necessary qualifications to fill the place for which he is chosen." The following proviso is worthy of notice: "Provided always that no student within said college shall ever be admitted to any degree until such student has been first duly examined and thought worthy of the same at a public examination of candidates to be held one whole month previous to the day of commencement, by and in the presence of the said visitors and governors . . . . and in the presence of any other persons choosing to attend the same." The Kent County free school, with its lands and funds, is from henceforth merged into "Washington College."

In the same year (1782) the lands and funds of the Talbot County Free School were transferred to Washington College.

Two years later it appears that ten thousand pounds had been subscribed and procured for the establishment of the College at Chestertown, but the Visitors, setting forth that this sum "will not be more than sufficient to furnish and prepare the building for the reception of the master and scholars, and for procuring the library and the necessary apparatus, philosophical and mathematical," made an appeal to the legislature

for "such permanent aid as they in their wisdom may think proper." The General Assembly accordingly enacted (1784), "That the sum of Twelve Hundred and Fifty Pounds, current money, be annually and forever hereafter given and granted as a donation by the public, to the use of Washington College, to be applied to the payment of salaries to the Principal, Professors, and Tutors of said College." The amount of the annual endowment being fixed, the next question was, where is the money to come from? The same Act, by which the endowment is granted, provides also "a certain and permanent fund to procure the said sum of twelve hundred and fifty pounds," to wit: the revenue accruing from certain licenses and fines collected on the Eastern Shore. Every marriage license was to pay twenty-five shillings; a license to keep an ordinary, six pounds sterling a year; a pedler's license, six pounds a year; a license to retail liquors, six pounds a year; these moneys, and the proceeds of fines imposed for breaches of the license laws are pledged for the payment of the annual donation to Washington College. One of the curious results of this strange alliance of learning and liquor is, that the first Sunday liquor law of Maryland is contained in the twelfth section of the "Act to provide a permanent fund for the further endowment of Washington College:" "*And be it enacted*, That it shall not be lawful for any retailer to sell or barter any such spirituous liquor between the hours of eleven o'clock of every Saturday night, and five o'clock of every Monday morning thereafter, under the penalty of forty shillings current money for every such offence."

At the same session (1784) and, as a part of the same measure, was passed an "Act for founding a college on the western shore of this State, and constituting the same together with Washington College on the eastern shore into one University by the name of The University of Maryland." The preamble sets forth that "many public-spirited individuals, from an earnest desire to promote the founding of a college or seminary of learning on the western shore of this State, have subscribed

and procured subscription to a considerable amount, and there is reason to believe that very large additions will be made to the same if they were made capable in the law to receive the same. . . . and this General Assembly, highly approving these generous exertions of individuals, are desirous to embrace the present favorable occasion, peace and prosperity, for making lasting provision for the encouragement and advancement of all useful knowledge and literature through every part of this State." Accordingly, it is enacted, "that a College, by the name of Saint John's, be established on the western shore, upon the following fundamental and inviolable principles"—equal privileges to all religious denominations, either as students or professors; and the subscription and payment of at least thirteen thousand pounds to the stock of the College. The stockholders are authorized to elect one Visitor for each thousand pounds of stock subscribed; and these thirteen (or more, if the subscriptions should allow more,) are to fix the site of the College. If Annapolis should be selected, the General Assembly grants to the Visitors and Governors of Saint John's College four acres of ground within the city of Annapolis, "purchased for the use of the public, and conveyed in 1744 by Stephen Bordley, Esq., to Thomas Bladen, Esq." The Act authorizes the College to hold lands, etc., of a clear yearly value not exceeding "nine thousand pounds current money, to be reckoned in Spanish milled dollars," and cautiously provides against the acquisition of enormous wealth by enacting that "all bargains and purchases to be made by the said corporation, which may increase the yearly value of said estate above or beyond the sum aforesaid, shall be absolutely void and of none effect."

The College is empowered to confer the academic degrees "to which persons are usually admitted in other colleges or universities in America or Europe;" but it is provided, as in the case of Washington College, "that no student shall ever be admitted to any such degree until he has been examined and thought worthy of the same at a public examination of

candidates to be held one whole month previous to the day of commencement in said college, and in the presence of the Visitors and Governors;" and further, that no person except students of the college "shall ever be admitted to any honorary degree unless thirteen of the Visitors and Governors have signified their approbation by a mandate under their privy seal and signed by the hands of the whole thirteen." For the further encouragement and establishment of the College, the sum of "one thousand seven hundred and fifty pounds, current money, is annually and forever hereafter given and granted as a donation by the public to the use of said college, to be applied to the payment of salaries to the principal, professors and tutors." The sources of revenue, from which this annual donation is to be derived, are the same as for Washington College, substituting western shore for eastern shore, viz.: licenses for marriage, for peddling, for keeping ordinaries, for retailing spirituous liquors, and fines for breach of the license law.

The University of Maryland now comes into existence—on paper. "And whereas a college has been founded on the eastern shore of this State by the name of Washington College, in honorable and perpetual memory of the late illustrious and virtuous commander-in-chief of the armies of the United States; and whereas, it appears to this General Assembly, that the connexion between the two shores will be greatly increased by uniformity of manners and joint effort for the advancement of literature under a supreme legislative and visitatorial jurisdiction; *Be it further enacted*, That the said two Colleges, viz., Washington College on the Eastern Shore, and Saint John's College on the Western Shore, shall be, and they are hereby declared to be one university, by the name of the University of Maryland, whereof the Governor of the State, for the time being, shall be chancellor, and the principal of one of said colleges shall be vice-chancellor, either by seniority or election, according to such rule or by-law of the University as may afterward be made in that case."

The sanguine expectations of the founders of the University of Maryland do not appear to have been realized. It 1786 it was found impracticable to obtain the thirteen visitors to St. John's College (each visitor representing a class of subscribers to stock amounting to one thousand pounds), and an act was passed enabling nine visitors to take the place of the thirteen originally contemplated. In the same year the funds, lands, &c., of King William's School were formally transferred to St. John's College. Things did not go more smoothly on the Eastern Shore, for we find, in the same year, that the authorities of Washington College applied for and obtained permission to apply the State donation appropriated by law to the payment of salaries, to the use of the building fund for two years. The same act authorizes the Visitors of the College to "direct that five poor boys of promising genius shall always hereafter be properly clothed, boarded and educated" at the expense of the College.

For forty years after this there seems to have been no general educational movement of any importance. Academies and charity schools started up here and there, as circumstances demanded, flourished for a season, and then expired. Appropriations were made by the Legislature, reduced, increased, withdrawn, according to the whim of the moment. Finally the lottery mania took possession of the public mind, and dozens of schools sprang up under the delusive prospect of getting value without giving an equivalent. The following notes include the most important of these isolated movements.

In 1788, the free school property of Dorchester County was transferred to the trustees of the poor, to be used for the support and maintenance of the poor in Dorchester County. A similar transfer had been made in Cecil County the previous year.

In 1793, a charity school was established at East Nottingham, in Cecil County, on a grant of eleven acres of land "part of a lot granted by the former proprietor, William Penn, for that purpose."

In 1794, Cokesbury College at Abingdon, Harford County, was incorporated.

In 1795, the lands belonging to the free schools of Anne Arundel County are represented as "lying waste and unemployed"; and "for want of the funds formerly appropriated to the benefit of said schools, the Visitors have been unable to employ a master," the Visitors, therefore, are authorized to to rent the lands and invest the proceeds "until the accumulation shall be sufficient to maintain a master."

Eden School in Somerset County is found (1796) to be "in a state of ruin, owing, it is said, to its unhealthy location, and authority is given to the trustees to sell the property, pay the debts and establish the school in some healthy situation most convenient to the counties of Somerset and Worcester."

In 1763, the free school of Frederick County was located at Frederick-town and endowed with an equal dividend of the "duties, taxes and impositions collected for the use of the county schools;" but it was not till 1796 that a "commodious seminary of learning was erected, and even then it was not entirely completed." A special act of incorporation was passed, however, for its benefit, in that year; giving the Visitors full power to manage the affairs of the "Frederick County School." A charter seemed, in those days, to be the one thing needful.

In 1798, a charter was granted to the Caroline County School at Hillsborough, to the Georgetown School in Kent County, and also to the Allegany County School, the latter conferring an annual donation of two hundred dollars.

In the same year the buildings of the Cokesbury College in Harford County were destroyed by fire, and the lands sold to pay its debts.

Now begins the policy of dispersion, which has been so prejudicial to the educational interests of the State. Had the original plan been kept up, we might have had two good, efficient, well endowed colleges, one on the Eastern and one on the Western Shore; and one first-class Academy in each County, all supported by the State; and when, in the fulness

of time, the common school system came into operation, we should have had a harmonious system, every link in the chain complete. Unfortunately the opposite counsel prevailed, the interests of the State being subordinated to local demands, conveniences and prejudices.

In 1799, five hundred pounds were withdrawn from the donation of twelve hundred and fifty pounds granted "annually for ever" to Washington College, and an annual donation of eight hundred dollars made to each of the academies named: Washington Academy, Somerset County; Talbot County Academy (not yet established) but incorporated by an Act passed in the following session; Charlotte Hall school, Frederick county school, and an academy to be erected in Baltimore or Harford County. This is the origin of the "academic donations" still paid in the State under one form or other.

The "Act for the better regulation of apprentices" passed in 1793 contains some educational provisions which deserve notice. Justices of the Orphans' Court in binding out orphan children as apprentices are directed "to make it a part of the contract on the part of the master or mistress of such apprentice, that he or she shall give such orphan child reasonable education in reading and writing, or in reading, writing and arithmetic, to be particularized therein, and also to teach such orphan, especially if a male, some useful art or trade." The trustees of the poor are also required by the same Act, when they bind out any poor children, "to give a preference to tradesmen and mechanics," who shall "sign a good and sufficient indenture to learn said apprentice the occupation that he follows, and to give such education as masters are obliged to give to apprentices bound by the several Orphan Courts of this State."

The first lottery authorized by the State of Maryland was for the purpose of enabling the Zion Church congregation of Baltimore County to complete their house of worship. On the same day, December 31st, 1801, was passed an act empowering the Trustees or Visitors of the Frederick Academy to

raise three thousand five hundred dollars by lottery for the benefit of that Academy. As this law is the forerunner and type of a large number of others of similar character, a few sentences may be quoted: "Whereas it is represented to this General Assembly by the Trustees of Frederick Academy that the present building is not sufficiently large to accommodate the number of students that apply for admission, and they have prayed that a law may pass authorizing a lottery to raise a sum of money to render said building more commodious, and to procure a library for the benefit of students of the said Academy; and it appearing reasonable that an act should pass agreeably to said prayer, therefore, *Be it enacted by the General Assembly of Maryland,* That it shall and may be lawful for the Trustees or Visitors of Frederick County school to propose a scheme or schemes of a lottery for raising a sum of money not exceeding three thousand five hundred dollars, and to sell and dispose of the tickets thereof: Provided, that the said Trustees do before the sale or disposal of any ticket in said lottery give their bond to the State of Maryland, in the penalty of five thonsand dollars, Conditional that they will well and truly apply some of the money arising therefrom, within three months after the drawing of said lottery, as will satisfy the fortunate adventurers for prizes drawn by them." The remainder of the money, after paying necessary expenses was to be used in "enlarging the building in which said Academy is held, or in such manner as in their discretion they shall think most promotive of benefit to said institution."

The purposes to which such lotteries were applied were wonderfully varied:—to build a church, to found a school, to purchase a fire-engine, to dispose of town lots, to build wharves, to improve streets, to dig a well, to build a bridge, to rebuild a steeple, to lay out a road, "to make passable the road from Annapolis to Washington," "to pay the debts incurred by the Susquehanna Canal Company," to build a "monument or statue to the memory of Washington on North Charles Street

in the precincts of Baltimore," to preserve and distribute vaccine matter for the use of the citizens of the State, to build a Masonic Hall, to build an arsenal, to endow a dispensary, to erect a "fulling mill with carding and spinning machinery," to deepen and wall up part of Jones' Falls, to purchase chemical and other apparatus, to purchase church bells, to purchase a library, to "finish and complete the Roman Catholic Cathedral in the city of Baltimore." Among the schools founded or aided by lottery schemes, may be named in addition to the Frederick County school already mentioned, Charlotte Hall school (1801 and 1817), Washington Academy, Somerset County (1802), Baltimore College (1803), Rockville Academy (1806), the private school of the Rev. Samuel Knox in Baltimore (1806), Saint Mary's College, in Baltimore (1806), Elkton Academy, for purchasing philosophical apparatus, (1807), Denton School, Caroline County (1808), Emmittsburg School, Frederick County (1808), The Baltimore Female Academy (1809), Boonsborough School, Washington County (1811), Coxe's town school, Baltimore County (1812), Hagerstown Academy (1813), Taneytown school, Frederick County (1815), Ballinger's Creek School, Frederick County (1815), West Nottingham Academy, Cecil County (1815), The University of Maryland, for chemical and other apparatus, (1816), Washington College (1816), Cecilton school (1816), Bladensburg Academy (1817), Free School in Prince George's County (1817).

The most ambitious of these schemes, was "An Act for the encouragement of literature" by which it was enacted, Feb. 5, 1817, "That for the increase of the school fund of this State, there shall be raised by lottery the sum of fifty thousand dollars a year, for five successive years if practicable."

How much money, if any, was actually added to the school fund by this project, the writer has no means of ascertaining.

The schools established by acts of incorporation, between the years 1800 and 1820, in addition to those named in the preceding section are Centreville Academy (1803), Saint Peter's

School (1805), Male Free School of Baltimore (1808), The College of Medicine of Maryland (1808), Rockville Academy (1809), Hagerstown Academy (1810), Malin School, Baltimore County (1810), West Nottingham Academy, Cecil County (1811), Harford Academy, Bel Air (1811), Cambridge Academy (1812), Union Academy, Snow Hill, Worcester County (1812), Buchingham Academy, Worcester County (1813), Brookville Academy, Montgomery County (1814), Union School, Dorchester (1816), Shrewsbury School, Kent County (1816), Elkton Academy (1817), Church Hill Academy, Queen Anne's County (1817), Asbury College, Baltimore (1817), Lancaster and Grammar School, Liberty-town, Frederick County (1817), Roman Catholic Free School, Baltimore (1817), Garrison Forest Academy, Baltimore County (1817), Federal Hill Sunday School, Baltimore (1819), Union School, Harford County (1819), Franklin Academy, Baltimore County (1820).

Following up the dispersion and starvation policy, commenced in 1799, the General Assembly in 1805 repealed the law by which Washington College drew twelve hundred and fifty pounds (it had previously been reduced to seven hundred and fifty) and Saint John's College, seventeen hundred and fifty pounds annually from the public treasury; and ordered that said sum should "remain in the treasury, subject to the appropriation of the Legislature to literary purposes, and for disseminating learning in the several counties of the State."

The same Act also repealed the Act by which the two colleges named were united in one university. So ended what promised to be "the University of Maryland," although the name may be found on paper to this day. In 1812, a new charter was granted to the College of Medicine of Maryland, authorizing the College to annex to itself three other Colleges or Faculties. Divinity, Law and Arts and Sciences, and constituting the four faculties into a university to be known as the University of Maryland; but without money, the new university had a hard struggle for existence. Two of the faculties are still alive, Medicine and Law, but there is no University.

What is now known in general terms as the Free School Fund of Maryland is derived from several distinct sources; the first, in point of time, being the "Act to incorporate a Company to make a turnpike road to Cumberland, and for the extension of the several Banks of this State," passed in 1812, and re-enacted with Amendments in 1813. For the purpose of completing this road, the charters of the several banks of the State were extended on condition that the said banks "shall pay into the treasury of the Western Shore, the sum of twenty cents on every hundred dollars of the capital stock of each bank actually paid in, or which may hereafter be paid in." The treasurer is required to invest in bank stock all such sums of money as he may receive in virtue of this Act, and to keep an account thereof under the name of a "Fund for the establishment of Free Schools." This source of revenue is now almost exhausted. It yielded at one time an average of $20,000 a year; in 1876, only $368.99.

The tax of twenty cents on every hundred dollars of bank capital was repealed in 1874, and a tax of twenty cents on every hundred dollars of actual circulation substituted for it, but as the State banks no longer issue their notes, there is almost nothing to tax.

The earliest intelligible statement of our complicated Free School funds, is contained in the annexed report of Treasurer Duval to the Assembly of 1856.

To the Honorable House of Delegates:

Gentlemen,—In compliance with your order of the 6th instant, I have the honor to report, that the School Fund was derived from three distinct sources, viz:

First, From a tax of twenty cents on the hundred dollars of bank capital in the State.

Second, From the interest paid by the United States on advances by the State during the war of 1812.

Third, From the surplus revenue of the United States.

By chapter 122 of 1813, all the incorporated banks of the

State were required annually to pay a tax of twenty cents on every hundred dollars of capital actually paid in, for the support of Free Schools, and by the same act the Treasurer is directed to invest in stock of the Commercial and Farmers' Bank, and the Mechanics' Bank of Baltimore, all such sums of money, as he shall receive in virtue of this act, together with the dividends arising from such stock, and he is required to keep an account of such stock, which he shall denominate a fund for the establishment of free schools, separately from the rest of the funds, and make report thereof annually to the Legislature.

By chapter 256 of 1816, this fund was distributed equally among the several counties, but having been invested, before distribution, was placed in equal shares of bank stock to the credit of the several counties.

By resolution No. 38, of 1825, the interest received from the United States on money advanced by the State during the war of 1812, was constituted a fund for the support of common free schools, and the Treasurer was directed to invest it as received, in stock of the Farmers' Bank of Maryland, the dividends to be appropriated to the purposes aforesaid, as the Legislature may determine; and on this authority he invested $66,550 in said Bank stock, up to 1830; when by resolution No. 26, of 1830, he was directed to invest the cash then standing to the credit of this fund, and all future receipts which may by law be placed to its credit, in the reserved shares for which the State may have a right to subscribe, in any bank of the State; and by this authority he invested $26,950 in stock of the Farmers' & Merchants' Bank, and $3,433.33⅓ in stock of the Commercial and Farmers' Bank.

By resolution No. 47, of 1833, this fund in the shape of stock, was distributed among the counties and the city of Baltimore, thus, viz.: one half in exact proportion to the whole population of each county and of the city and the other half was divided into twenty equal parts, and one of said parts allotted to each county and one to the city of Baltimore.

By chapter 220 of 1836, two hundred and seventy-four thousand four hundred and fifty-one dollars of the moneys received and to be received from the United States on account of the States proportion of the surplus revenue of the United States were appropriated to the payment of the interest on the public debt and expenses of the government, and the residue was directed to be deposited in some incorporated bank or banks in this State, at an interest of not less than five per cent., and the interest accruing thereon to be distributed among the several counties of the State and the city of Baltimore for the support and encouragement of common school education; and by chapter 285 of 1837, it was ordered to be distributed thus, viz: one half among all the counties and the city of Baltimore, in exact proportion to the amount of the whole white population of each, respectively, and the other half by dividing it into twenty-one equal parts and allotting to each county and the city of Baltimore one of said parts.

By chapter 33, of 1839, the surplus revenues belonging to the schools was appropriated to the payment of interest on the public debt, and thirty-four thousand and sixty-nine dollars and thirty-six cents, yearly, of the revenue derived from the Baltimore and Washington Railroad were substituted as an equivalent for the interest derived from this source.

The proceeds of the twenty cents tax, from 1813 and 1816, and the whole of the interest received from the United States for advances during the war of 1812, were distributed among the counties and the city of Baltimore, in the shape of bank stocks; some of the counties drew the proportion due to them at the time the distribution was made, others left theirs in the Treasury, drawing only the dividends.

The bank stock of the several counties which remains in the Treasury is set forth in exhibit D of the Treasurer's, and statement A of the Comptroller's, annual reports. The funds now applicable to the support of free schools and paid annually, amount to about $55,069.36, and are derived as follows, viz:

From twenty cents taxes on banks, about.....$21,000 00
From equivalent for surplus revenue..... 34,069 36

Total.....$55,069 36

In addition to which some of the counties hold bank stocks, which yield a revenue of about $10,000 per annum.

Very respectfully,

Your obedient servant,

D. CLAUDE, Treasurer.

To bring this statement down to the present time, it should be added that in 1858 the State of Maryland received from the United States the sum of $160,929.26 (which with accumulated interest amounted to $173,558.98 when invested), on account of money advanced by the State during the war of 1812. By authority of the Act of 1858, chapter 295, this sum was invested in stocks, and the interest is distributed annually among all the counties and the city of Baltimore according to their representation in the two Houses of the General Assembly.

A law for the promotion of education in Caroline County was passed in 1817. This law contemplated supplementing the proceeds of the "turnpike act" by voluntary subscription, and contains the following curious clause: Provided *always*, that no child shall be taught beyond the double rule of three gratis, without the consent of the trustees."

The general act for the distribution of the funds expected to be derived from the "turnpike act" was passed on the 5th of February, 1817. It appoints by name "nine sensible and discreet persons in each county, who shall be called commissioners of the School Fund," and are authorized to receive and disburse the quota coming to their respective counties. Exception is made as to the counties of Frederick, Washington and Allegany, in which the levy court is required to receive the amounts due to them respectively and to invest the same "in

such manner as may be most likely permanently to secure the means of education as contemplated by the act providing the school fund until the principal and interest may be sufficient to provide and establish a central free school in each election district of the county."

In 1820, the Commissioners of the School Fund in the following counties were authorized to receive annually their respective legal proportions of the school fund (formerly required to be invested): Talbot, Caroline, Charles, Dorchester, Worcester, Harford, Saint Mary's, Baltimore, Allegany, Calvert, Montgomery, Cecil, Prince George's, Somerset, Kent and Queen Anne's; and in the same year, the school trustees of Allegany County received permission "to appropriate the school fund to as many schools" as they might think proper, without being restricted as formerly to one in each election district.

In 1822 a school law was passed for Worcester County. The levy court is to appoint three discreet men in each election district "whose duty it is to select in each election district the children entitled to the benefits of the fund for establishing free schools, viz: "white orphan children without property, and other poor white children whose parents are unable to pay for their schooling, and the same put to the best and most convenient schools; *Provided*, That in no instance the amount of schooling in any district shall exceed the sum assigned by the levy court to such district; *and, provided also*, that no agent shall be authorized to pay for the board of any child by him put to school."

A similar act was passed in the same year for Washington County. It is not necessary to observe that at this time there were no free public schools in Maryland as the laws seemed to require. Partial provision only had been made (owing to the inadequacy of the fund) for the education of some poor children gratis in the neighborhood pay schools.

In 1823, the Academies were opened to a certain number of poor children under a law, which is still enforced, that each

school, academy or college that receives a donation in money from this State shall afford tuition in all the branches of learning taught in such school, academy, or college, and shall furnish the necessary school books, free of any charge.

The year 1826 deserves notice for having given birth to three institutions, which after many struggles and various vicissitudes, are now permanently established, and give promise of a long career of usefulness. The Maryland Institute for the promotion of the Mechanic Arts, The Maryland Academy of Science, and the Public School system of Baltimore. The objects of the first are declared to be "the encouragement and promotion of manufactures and the mechanic and useful arts by the establishment of popular lectures upon the sciences connected with them, by the formation of a library and cabinets of models and minerals; by offering premiums for excellence in those branches of national industry deemed worthy of encouragement, by examining new inventions submitted for that purpose, and by such other means as experience may suggest."

The act for the establishment of public schools in Baltimore (passed Feb. 28, 1826) owes its vitality to the following clause: "And be it enacted, That for the support of the public schools which may be established by virtue of this act, the mayor and city council of Baltimore shall have power to levy and collect, in addition to the taxes they are now authorized to levy and collect, such further and other taxes, rates, and assessments as may be necessary for the support of such public schools."

On the same day of the same year was passed the first general and uniform public school law of the State—a measure of great practical merit and complete in all its details—but destined to fail because it had to be submitted to the popular vote in every county for approval, and after that it was dependent on district taxation for its support. Some of the details are interesting even now. There was to be a State Superintendent of public instruction appointed by the governor. The

Superintendent was to digest and prepare a plan for the public instruction of youth throughout the State, for the organization of the system and the collection and management of the revenues, and to give information to the legislature on all matters appertaining to his office. The justices of the levy court were to appoint nine citizens in each county as commissioners of schools, and eighteen others as inspectors of primary schools. The commissioners are to divide their respective counties into a convenient number of school districts. The citizens of each district are to meet once a year to elect by ballot a district clerk, a district collector and three school trustees, and also to vote a tax on the resident inhabitants of the district sufficient to purchase a school house site, build or repair the house, and furnish it with fuel, books, stationery and appendages. The duties of the clerk, collectors, and trustees, respectively, are strictly defined. It is provided that no teacher shall be employed who shall not have "received the certificate of approbation from the inspectors of schools." The trustees are also to make a report semi-annually to the commissioners of primary schools, showing the length of time the school has been kept open, the amount of money received by them, the number of white children taught, and the number of white children between the ages of five and fifteen residing within the district. The money received from the State treasury as a quota of the free school fund by each county is to be distributed by the commissioners among the several school districts in the county in proportion to the number of children between the ages of five and fifteen in each district. And this money is to be applied to the payment of teachers' salaries, and to no other purpose. The certificate of qualification is to be given to teachers only after examination; and the form of the certificate is prescribed. If trustees employ a teacher without a certificate, he can receive no salary. It is made the duty of the inspectors to visit the schools once a quarter or oftener, to examine into their condition, and to give advice and direction to the trustees and teachers. This

act is to apply to the City of Baltimore, if the Mayor and City Council do not establish a system of education for the city within five years. The act is to be submitted to a vote of the people at the next general election, and if a majority of votes in any county is against it, then the act is to be null and void as to that county.

The Superintendent of Public Instruction appointed under this act was Littleton Dennis Teackle. He made a report to the Legislature, which was far in advance of the times, for he was a man of great intelligence and of progressive views, and then disappeared. The following resolution of the General Assembly was passed March 15, 1828:

"*Resolved*, That the treasurer of the Western Shore be, and is hereby authorized and required to pay to Littleton Dennis Teackle, or his order, five hundred dollars, in full compensation for his services and expenditures as Superintendent of Public Instruction."

For nearly forty years after this the counties continued to flounder in a sea of uncertainty; every year amending, repealing, or re-enacting the school law of the previous year. To make bricks without straw—to have an efficient school system without adequate taxation—was their unacknowledged desire. Occasionally a county, as we shall see hereafter, emancipated itself from the delusion, but in 1864 there was no effective system beyond the limits of the city and the county of Baltimore. It was reserved for a time of revolution, political, national and social, to lay the foundation of a uniform and permanent free public school system.

The stock thus accumulating " is hereby inviolably pledged for the establishment of a general system of free schools throughout the State of Maryland, and shall be used or appropriated for no other purpose whatsoever, and shall be equally divided among the several counties of this State." Thus early was the State pledged to a "general system of free public schools," but it was not until after half a century of experimenting, that the pledge was finally and completely fulfilled.

As the withdrawal of the appropriation from the Colleges stimulated the formation of Academies which expected to flourish on the quota which they might be able to secure from the wreck, so the growth of free county schools was aided by the great expectations of funds to come from this "turnpike act." One of the earliest efforts in this direction is an "Act to provide for the education of poor children in Kent, Talbot, Cecil, Anne Arundel, and Montgomery Counties." It will be noticed that the title specifies *poor* children, the Academies being for the use of others, yet the preamble is prophetic of higher ground to the occupied in the course of time. "Whereas the want of an efficient and well-digested system of county schools calculated to diffuse the advantages of education throughout the State, has been long felt and sincerely regretted by every friend to morality and good government: and whereas, the funds arising from the tax on bank stock . . . is not as yet sufficient to carry the wise and benevolent intentions of the legislature completely into effect; yet, viewing the incalculable advantages enjoyed by some of our sister States, where extensive school funds enable them to disseminate the blessings of education to every class of their citizens; and believing that there is no practicable mode to accomplish so desirable an object in the present situation of the finances of the State, but by laying a moderate tax on the wealthy for the education of the poorer classes of society, therefore, be it enacted," etc. The bill goes on to empower the levy court of each county to appoint annually seven persons in each election district of the county, to be called the "Trustees for the Education of poor children," and one person to be called the Treasurer of the school fund for each county. The trustees are required to lay off each election district into seven subdivisions (one for each trustee). Each trustee is to make a census of the poor children above eight years of age within his subdivisions, and to report this census to the levy court. The levy court is directed to levy and assess twelve dollars for each child on the census list, and fifty dollars additional. The trustees are to send children

to the nearest convenient school, provided that the child enters at the beginning of a quarter, and shall not be continued at school at the public charge longer than three years. Whenever a neighborhood shall be without a school, the trustees are to endeavor, in conjunction with the people of the neighborhood, to establish a school therein.

Later School Legislation.

The Constitutional Convention of 1864 for the first time placed the subject of Education in the organic Law of the State. The eighth article of this instrument required the Governor to appoint a State Superintendent of Public Instruction, one of whose duties it was to report to the General Assembly a uniform system of Public Schools. This report was to be the Law of the State in case the General Assembly, at its first session after the adoption of the Constitution, should fail to provide a uniform system of free public schools. The Constitution required a school to be kept open and supported free of expense for tuition in each school district, for at least six months in the year, and for this purpose the General Assembly was required to levy an annual school tax of not less than ten cents on each one hundred dollars of taxable property throughout the State. It also provided that the General Assembly should, for the purpose of forming a permanent school fund, levy an annual tax of not less than five cents on every one hundred dollars of taxable property, which should be invested by the Treasurer until it should amount to six millions of dollars, but this clause was never carried into effect.

The Reverend Libertus Van Bokkelen was appointed Superintendent of Public Instruction under this Constitution. He reported to the General Assembly the draft of a Public School Law, which was adopted as the basis of legislation, and with some alterations became the law of the State.

Under this system, the supervision of Public Education was vested in a State Board of Education, consisting of the

Governor, the State Superintendent appointed by the Governor, the Lieutenant-Governor, and the Speaker of the House of Delegates; and in boards of school commissioners for the city of Baltimore and for each county: the school commissioners of the city to be appointed by the Mayor and City Council, and those of the counties to be appointed by the State Board of Education. The State Board of Education was authorized to supervise all colleges and schools receiving State donations, to select a uniform series of text-books for use in public schools and High schools, and to make contracts for the purchase of the same; to issue a uniform code of by-laws for the government of county school Boards and public schools; to appoint the Professors of the State Normal School, and to appoint and remove (for cause) the county school commissioners.

The State Superintendent was required to visit each county annually to confer with the school commissioners, to inspect schools, to hold Teachers' Institutes, and to address public meetings on Educational topics. He was required to make an annual report to the Governor of the condition of the schools and colleges, and all matters relating to his office. He was authorized to give certificates of qualification to teachers and to annul the same for cause, and to decide all controversies and disputes arising under the school law.

The school commissioners of each county (appointed by the State Board of Education) were to hold office four years, each commissioner to have the special charge of a number of school districts, not less than fifteen. A President of each Board was appointed by the State Board of Education, to perform the general duties of County Superintendent. Each school commssioner, acting for his own district, was to employ teachers, to visit the schools, to take charge of the school property, to purchase fuel, and to cause instruction to be given in each school district for at least six months in every year. The schools were to be free to all white youth between the ages of six and fifteen. Ample provision was made in this law for

High schools, a State Normal School, Teachers' Institutes and Teachers' Associations. To set this machinery going and keep it running, an annual State tax was levied of fifteen cents on each one hundred dollars of taxable property throughout the State. This Law went into operation on the tenth of July, 1865, and continued till the first of April, 1868.

The school Law of 1865 was regarded by many as a revolutionary measure, and though its merits were acknowledged by all candid and intelligent persons, yet when a change took place in the politics of the State the dominant party demanded its repeal; but the constitution of 1867, equally with that of 1864, guaranteed to the people of Maryland, "a thorough and efficient system of free public schools."

The aim of the law of 1868 was to accomplish the same results as the preceding law, but by means of different machinery; many of the differences were more apparent than real. If any principle governed the Legislature, it seemed to be a desire to bring the schools nearer to the people, by making the offices elective. The Board of County School Commissioners (which had formerly been appointed by the State Board of Education) was composed of one commissioner for each election district, to be elected by the people thereof at each general election for members of the General Assembly. For the purpose of appointing teachers and taking care of school property, a new board was created called "The Board of School House District Trustees." It consisted of three members, of whom one was the school commissioner of the election district, and the other two, elected by the legal voters of the school district. The State Board of Education was discontinued, but some of its functions were assigned to the Trustees of the State Normal School. The State Superintendency was abolished, and most of the duties of the office transferred to the Principal of the State Normal School, who was ordered to have the general superintendence of all the public schools in the State. The office of county superintendent was continued under the name of "Examiner," and the duties of Treasurer and Secretary combined with it. The State school tax was changed from fifteen

to ten cents on the one hundred dollars, but the amount of revenue was not diminished, because the basis of assessment had been increased in the same proportion.

The appropriation to the State Normal School was raised from seven thousand to eight thousand dollars, and appropriate provision was made for Teachers' Institutes and Teachers' Associations. Under this law, the schools were required to be kept open *ten* months in the year, and if the State School Fund proved insufficient for this purpose in any county "the county commissioners in such county are authorized and required to levy and collect such a tax upon the assessable property of the county as the Board of county school commissioners shall designate as sufficient to make good the deficiency." The city of Baltimore is practically exempted from the operation of the law, except so far as taxation is concerned. This law, like that of 1865, makes no provision for the education of the colored people, except appropriating the total amount of taxes paid for school purposes by the colored people to the founding of schools for the colored children. Any school district or any county is authorized to levy taxes for the erection of school houses, for the establishment of high schools, or for any other purpose that may tend to the increase of educational facilities.

The administration of the school system under this law was weaker than under the preceding, owing to the lack of a strong central authority; but it raised more money, educated more children, kept the schools open a longer time and excited a more general popular interest in public education. The General Assembly of 1870 repealed the law of 1868 and re-enacted it with some amendments which were improvements and some which were not. By the new Law the State Board of Education is restored under the name of State School Commissioners. This Board consists of the Principal of the State Normal School, and four persons selected by the Governor from among the Presidents and Examiners of the several county Boards. The duties of the county school commissioners remain the same, but the number and mode of appointment are changed. In place of a popular election they are

appointed by the Judges of the Circuit Court, and instead of one commissioner from each election district, there are to be five commissioners in the large counties and three in the small. The school district board is also changed; it consists of three persons appointed by the county school commissioners annually. Thus, the elective features of the Law of 1868 are abolished, and the method of appointment substituted. The duties of the State School Commissioners are similar to those of the old State Board of Education, with the exception of the appointing power. The State school Tax remains the same, but the power of the county school commissioners to levy a county school tax is limited to ten cents on the hundred dollars 'unless the county commissioners shall approve and sanction an additional tax.' Provision is made for the first time for giving life certificates to qualified teachers. The duties of the county examiner are more clearly defined than in the preceding law. The appropriation to the State Normal School is increased by fifteen hundred dollars a year. The provision for Teachers' Institutes and Teachers' Associations is continued.

This law was repealed in 1872 and re-enacted with unimportant amendments. The Board of State School Commissioners is continued under the name of the State Board of Education, and the Board of District School Commissioners under the name of District School Trustees, but no change is made in their duties or the mode of appointment. The only new feature of the law worthy of notice is the provision for schools for colored children. It is made the duty of the County School Commissioners, in each county, to establish one or more public schools in each election district, for all colored youth between six and twenty years of age, to which admission shall be free, which shall be kept open as long as the other public schools of the same county, which shall be subject to the same laws and furnish instruction in the same branches, as the schools for white children. For this purpose the Legislature appropriated fifty thousand dollars annually.

The General Assembly of 1874 amended several sections of

the school law passed by their predecessors. The Governor of the State is made a member ex-officio of the State Board of Education. The State Board of Education is authorized to enact by-laws for the administration of the public school system, and to suspend or remove any examiner or teacher who may be found inefficient, incompetent or immoral. They are authorized to add to the subjects in which teachers are required to be examined, such other branches, from time to time, as may seem necessary. Teachers' certificates are limited to six months when first issued, but may be extended to three years, if the County Examiner, at the end of the six months, approves of it. The power of appointing teachers remains in the Board of District Trustees, but with the proviso that the appointment must be confirmed by the Board of County School Commissioners. The appropriation for the support of the State Normal School is raised to ten thousand five hundred dollars. The annual appropriation for the support of colored schools is raised from fifty thousand to one hundred thousand dollars. This provision is not in the school law, but in the regular appropriation bill.

The Legislature of 1876 made no change in the school law. A bill for the purpose of making some important alterations (not improvements) was passed by the House of Delegates, but was not acted on in the Senate.

WHAT WE ALL WANT.

I want my son to know and be in sympathy with the spirit of his age, and it is not the old college curriculum, unmodified, which will give this.

But if that won't; what will? Is there no course of study which will take my boy just as he is and make him just what I want him to be? I do not know that there is, but I am fully persuaded there ought to be.

I wish my boy to go into the world, informed. I know

what he will meet there, and I want him put on a better vantage-ground for all these meetings. Let us consider what he will have need of; he will meet—

(1) Temptations. These every father thinks of, first. How can he be guarded against them? I would have him taught Morality, not in theory only, but with that deep enthusiasm for The Right, The True, The Good, The Beautiful, without which no virtue is safe and no success complete. I want him to be religious without being theological, pious without being hypocritical, and zealous without being fanatical. I want him to have faith without superstition and religion without bigotry. You remark that all this is as much the work of the parent as of the instructor. And yet I don't want to send my boy to a teacher who lacks all this; do I? Mind: I do not ask my boy's teacher what he believes; it is not the creed but the life I am looking for in the person of the instructor of my son.

(2) Selfishness. This is the great present and coming curse. The days of chivalry and religious and knightly self-forgetfulness are gone; the days of trade and greed are full upon us. It is one wild scramble for office and money with scarcely a disguised profession of patriotism, honesty or philanthropy. Men steal, and unless detected, count it no evil. How can I fortify my boy against this current? The example and words of his teacher should do much; every teacher should be to his every pupil a hero and a god. There is no danger of too great worship. But to this I want to see added such a teaching of history as shall bring out into glorious knighthood grim old Oliver Cromwell, and gentle Philip Sidney, manly Bayard and glorious Washington. I believe in Biography rather than in History. Give us the warm life of noble men and not mummies nor statistics nor facts. Do you know of any school where they so teach history?

(3) He will meet disease, accidents and dangers. The best way to meet these is not a policy in an accidental insurance company, but an education which shall insure presence of mind. A few rules and principles impressed on the mind will cause

one to act the hero in moments that try men's souls. I do not know why physicians should monopolize all that education which tends to relieve or prevent pain, disease, or if so be, death. At any rate, I want my son to know enough about all this to be able to act the man when he shall be called. I want him taught physiology, hygiene and anatomy, not from a text-book, but by the more sensible method of the dissecting-room—or, if this is impossible, from the manikins which can be got so well made from Paris, from the skeleton and the study of the anatomy of the lower animals. Those things relating to anatomy, as differing in the sexes, and the principal facts of generative physiology, I took pains to teach him long ago; I don't want my son to learn these things from any lips less pure and dear than mine. Often, since, he has made me his confidant, where I know other boys would have been lured to evil. Now, do you know where that wise man teaches, who will wisely, with microscope and skeleton and dissection teach my boy a practical physiology and hygiene, and such a knowledge of remedies as will make him of some use in an emergency?

(4) He will meet men socially. Those gifts which make an evening enjoyable,—music, and the ability to talk, should be cultivated. He will meet them in a business way (i. e. selfishly). He must learn to control his tongue, his face, his temper and his thoughts. He must know the technicalities of business, and broader than that, the laws of trade and the science of political economy. He will meet them associatedly. He must know parliamentary rules and be skilled in quarreling by rule—able to preside, and content to go without office. As a Christian he must do his part unselfishly in, and towards, that church he attends.

(5) He will owe duties to his country. I would have him taught the principles of government and of common law, and the necessity for, and the meaning and abuse of such terms as "loyalty" and "patriotism."

(6) He will meet things. Briefly (pedantically, if you will), all thought comes from things. We see things: we are *thinged;*

i. e. we think. I don't want my boy to go through the world with his eyes shut. Who discovered attraction of gravitation? Who the phosphates under our own soil? Who invented the steam engine or the telegraph? Plainly, somebody who was able to think and did think, and who thought because he observed things. Yes; I want my boy to know something about things. The Science of Things or so much of it as we technically include in the branches of geology, mineralogy, chemistry, and natural philosophy, holds almost the first place in my idea of the importance of the sciences my boy must know.

(7) He will need to know how to judge. Faraday says that a deficiency of judgment is the most common intellectual fault. A clear judgment will cause a man to be looked up to when office and money won't. I do not know what better safeguards can be thrown about a boy than to beget in him a keen enthusiasm and a sound judgment to direct it. To be sure, much of the stuff we make a sound judgment of must be born in us. But I conclude that the weakest of us might have been a better judge if he had had that faculty earlier trained. Already he has been taught to distinguish color, distance, form, weight and size; these he has been taught by his mother. What I want now is a teacher who will carry on what she has begun.

(8) He will meet occasions. Who is the statesman? Simply he who has wit enough to know when an opportunity is come and has knowledge and speech to meet it. To every man, great or small, come these chances which make or mar his future and which break or make the happiness of others. I am thinking now of ability to speak. I want him to know how to use words. Mere grammar is dry husks, but words,—swift, terse, burning words, he must learn to store and use. I want a teacher who will teach speech, and not the grammar of it merely.

(9) He will meet those numberless times when skill in using a pencil will be of so much pleasure to him and others. Often, too, he will be so situated as to make some knowledge of draught-

ing indispensable. No, I cannot afford to have him neglect drawing. He may not become a beautiful penman, but he must know how to draw.

(10) He will meet or ought to meet, with the thoughts of our greatest thinkers, both the living and the dead. A feature of to-day's civilization is the thinness of thought. Our great minds tower high enough—so high that we worship them—never thinking that by patient climbing we may put ourselves, if not beside them, yet in sympathy with them! And the Bible and Shakespeare are unopened because we *must* read the daily news? But I want my boy to be made to study The Sermon on the Mount and Hamlet until he shall learn to understand and love both. For I think Shakespeare should be made the early love of all our boys. This can be done if they read him critically and under the guidance of a wise and enthusiastic teacher, during their school days. I am willing that my boy should not know Virgil, but he must know Shakespeare.—M. A. Warren, in *National Teachers' Monthly.*

EDITORIAL DEPARTMENT.

This number of the School Journal ends the year, and brings our editorial labors to a close, at least for the present. We do not propose continuing the Journal. Had it not been for the co-operation of the late Superintendent, William R. Creery, we should not have undertaken it. Since his death, not only the Journalistic labor of the surviving editor has been greatly increased, but work in other departments has been extended by the natural growth of the public school system of the State. A proper regard for health compels us reluctantly to quit the editorial chair. To the teachers and School Commissioners who have given the Journal their support for the three years of its life, we return our warmest thanks. To those who gave us no help we are also grateful, for proving that their aid was not essential. They will be glad to know that without them we have not only been able to pay the printer, but even to make a small profit.

An arrangement is in contemplation by which we may be able to communicate our views on educational subjects from time to time through the columns of the *Evening Bulletin.*

Back numbers of almost every issue of this year are on hand. If any subscriber has not received his quota, he will confer a favor by letting us know. We will mail, and keep on mailing till he gets it—unless the stock runs out.

The Maryland State Teachers' Association will hold its next annual meeting at Easton, Talbot County, beginning on Tuesday, July 10th, 1877, at 2 o'clock P. M., and closing Friday morning, July 13th.

There is every indication of a large assemblage of Maryland teachers. Many distinguished teachers will be present also from Delaware and Pennsylvania. Quite a number of the citizens of Easton have requested the Committee to say that their houses will be opened for the entertainment of visiting teachers. The Local Committee has arranged to secure board for teachers at the hotels, &c., at $1 per day. The Maryland Steamboat Company and the Delaware R. R. carry passengers at half fare. The boat for Easton leaves Pier No. 3, Light street wharf, at 6½ A. M., and arrives at Easton at 11 A. M. The Officers of the Association are, President, Dr. James L. Bryan, Cambridge; Vice-Presidents, N. M. Ambrose, Bloomington, and J. F. Arthur, Male Grammar School 3, Baltimore; Recording Secretary, A. F. Wilkerson, Male Grammar School 17, Baltimore; Corresponding Secretary, Rev. A. G. Harley, Centreville; Treasurer, Alexander Hamilton, Baltimore City College, Baltimore. The following Committees will present written reports: Committee on Defence—Professor M. A. Newell, chairman, H. E. Shepherd, J. F. A. Remley, G. E. Haddaway and J. E. Douglas; On Discipline—W. F. Wardenburg, chairman, A. S. Whittington and J. C. Warner; On School Exhibitions and Examinations—George Jackson, chairman, and Miss A. M. Hartzell; On Text Books—C. T. Wilson, chairman, James M. Lowe and Miss S. F. Keavins; On Teachers' Institutes—G. G. McKay, chairman, H. C. Dent and A. Matthews. Committees on Reforms and Improvements in Text Books and Methods of Instruction: English—Professor H. E. Shepherd, chairman, and Miss E. Moffitt; Latin—Dr. J. M. Garnett, chairman, and Rev. A. G. Harley; Greek—George Jackson, chairman, and Dr. C. K. Nelson; Mathematics—Prof. William Elliott, Jr., chairman, and G. M. Lloyd; Modern Languages—Prof. C. F. Raddatz, chairman, and A. L. Milles; Natural Science—G. L. Smith, chairman, and Miss V. A. Mudd; Mental and Moral Science—Dr. C. K. Nelson, chairman, and Professor W. M. Hopkins; History—F. A. Soper, chairman, and Miss M. H. Thomiz; Geography—N. M. Ambrose, chairman, and Miss S. A. White; Arithmetic—J. E. McCahan, chairman, and A. F. Wilkerson; Elocution and Reading—Miss Belle Hampson, chairman, and D. E. Parks.

N. B.—If the Chairman of any of the above Committees find it impossible to be present at the meeting of the Association, he will please send his report by mail to the Chairman of the Executive Committee, A. Chaplain, Easton, Talbot County, Md.

The order of the exercises is not fully determined, but will be varied and interesting.

The Talbot County Teachers' Institute will be held at Easton the same week, beginning, Monday, July 9, at 9.30 o'clock.

Those who are indebted to the SCHOOL JOURNAL for subscriptions or advertising will confer a favor on the publisher by making an early payment of their debts. Send the money to W. Alexander Abey, State Normal School, Baltimore, Md.

PUBLIC SCHOOL TEACHERS' ASSOCIATION OF BALTIMORE.—The regular monthly meeting of the Public School Teachers' Association was held in the Baltimore City College on Saturday afternoon, May 12th. A resolution was adopted to elect a committee of seven by ballot in June to take into consideration and report a plan for re-organizing the association on a beneficial basis. Messrs. Hollingshead and Deems and Misses Keavins, Thomiz and Joice were appointed to draft resolutions in regard to the death of Miss Isabella K. Fort, Principal of Female Primary School No. 18.

The Executive Committee recommended the following resolution which was ordered to lie on the table:

Resolved by the Public School Teachers' Association of Baltimore, That Superintendent Shepherd be requested, if it meet with his approval, to secure, if possible, permission from the Board of Commissioners of Public Schools for teachers to visit occasionally other schools.

It was agreed after considerable discussion to elect officers at the June meeting instead of September, as has been the rule for the past fifteen or eighteen years. It was also agreed to nominate officers in open convention and elect by ballot, instead of appointing a nominating committee as has been the custom heretofore.

The programme of regular exercises began with a tenor solo, "Consider the Lilies," by Mr. Schoman, after which the question for discussion, "How much of a Principal's time should be given to teaching and how much to supervision?" was announced. An effort to substitute the words "first grade teacher" for "principal" failed. Messrs. Edwards and Gwynn participated in the discussion. Misses Pierce and Dundon read papers prepared by principals of female schools, and Miss Bailey read a paper written by herself.

Miss Pomplitz sang a solo, "Salva Maria," with organ accompaniment. The music was in charge of Professor Rosewald.

A letter was read from Professor Gilman thanking the Association for electing him an honorary member.

After a vote of thanks to Miss Pomplitz and Mr. Schoman, the Association adjourned.

CORRESPONDENCE.

Mr. Editor:

I am sorry to see, from the last number of the Journal, that there is even the bare possibility that you will no longer favor us as you have heretofore done—that is, pay us such pleasant and profitable monthly visits. Nobly and well have you borne the burden and heat of the day. You say: "Teachers, had you sent us livelier articles, the Journal would have been livelier, and you would have been livelier, and the editor and the publisher would have shared in the general hilarity." Now, was it not because you thought it might make things a little too lively that you suppressed the few remarks I made, by way of comment, upon the expression contained in the testimony of the Illinois farmer, viz.: "which end of the cow got up first?" If such was not the case, and the omission was entirely unintentional, I will just add, I do not desire to criticise said expression, for "to the pure, all things are pure." But I knew a gentleman, who thought the word "part" might be a little more delicate, called to account on a certain occasion for using said word, as thereby not showing due respect to the company present. The gentleman, however, is not ignorant of nor deficient in the proprieties of life and I do not consider that either his wisdom or delicacy was at fault. I could easily have made my articles livelier; the fear was, I might make them *too lively*, and so not very *lovely*. As it is too late now to have published in the June number what I have written on the *Bible question*, I will simply say here, if we are not a Christian nation, and cannot be allowed, because we would thereby offend some people, to proclaim "that Christianity—general, tolerant Christianity," as Daniel Webster said, "is the law of the land," then the sooner the fact is known the better. Our country, I hope, will ever be an asylum for the oppressed of all lands, but I trust it will never be free in the sense a certain Irishman wished, who being arrested for some disorderly conduct, complained to the officer, because he considered that he had a perfect right to do what he pleased, as this was a *free* nation.

May 24, 1877. W. S. C.

How to Manage Him.—I was fairly puzzled. I had tried moral suasion, I had tried punishment, but the boy seemed incorrigible. He had been taken from a lawless private school and sent to me. His last teacher had expressed himself as well pleased to be rid of him, and he had evidently entered my school with the determination of having "a good time," which meant, in his opinion, getting as many boys into mischief, and annoying me as much as possible.

The boy was gentlemanly-looking, bright and apt; but "obedience"

and "order" seemed to be terms which he habitually and systematically set at defiance. I think they make a mistake, who compare children in the hands of a teacher to blocks of marble or pliable wax. Few are the pupils who would bear out the analogy, and such are generally of the class that "die young." The majority of children of either sex, and of all ages, are endued with powerful wills, and the ease or hardship of a teacher's lot depends much upon the bias of those wills. If it be in the direction of right, his work will be delightful pastime, but even if it be towards evil, he will feel a certain enthusiasm springing up within him (if he is a true teacher) to prove himself able to cope with the evil and overcome it. It was thus with the case in hand. The weak teacher's refuge, suspension and expulsion, as possible, and I had no doubt that the reputation of the boy for mischief would, in the eyes of my patrons, have borne out the deed; but the remembrance of former victories, and the heartfelt desire to train this smart boy into a good and useful man, made me shrink more than usually from such an alternative. I walked away from the school in some perturbation. What course had I best pursue? The happy thought struck me, "Place confidence in him, put him to work for others, perhaps he will endeavor to deserve the trust." I caught at the idea, and that afternoon, having called my Fourth Grade to the black-board, I said, "Brice, I have been some time trying to teach this grade how to do Long Division. Sometimes children catch such things quicker from an older child than from a teacher. You are quite apt at Arithmetic, will you come up here and try what you can do for them?" The boy's face flushed, but he came up with alacrity, and I never saw more patient, thorough work done than he went through for the next half hour. I had no more trouble with Brice that afternoon, nor have I had a great deal since. As soon as I see him becoming restless, I call on him to help me with some of the lower grades, after which he will always return to his own task with renewed diligence. This method, doubtless, is old to many of you, but by some it may have been untried, and to such I submit it, hoping that they may meet with like success.

HOWARD COUNTY.

BOOK NOTICES.

AIDS TO LATIN ORTHOGRAPHY, By Wilhelm Brambach. Translated from the German, with the author's sanction, by W. Gordon McCabe, A. M., Master of the University School, Petersburg, Va. New York: HARPER & BROTHERS. 1877.

A real service to accurate Latin scholarship in this country has been done by Mr. McCabe in the translation of this little work. So far as we know, it is the first effort to make accessible to English-speaking people the results of the latest German investigations into the correct spelling of

Latin words. Some—of the old school—may, perhaps, think that it is not a matter of much consequence how we spell Latin words, provided we can find the form used in the printed text of some Latin author or other, and that it is a matter which may be left to the editors of Latin texts, and one with which the general student need not concern himself. But whatever is worth doing at all is worth doing well, and if it is important to learn Latin, it is important to know how to spell Latin words correctly.

Mr. McCabe well says, in his prefatory note, that "it has been held by not a few scholars of sober judgment that it is a matter of even greater moment than the question of Latin pronounciation," and "until Latin orthography is systematically and persistently taught in our schools and colleges, no reformation in pronunciation is likely to obtain generally." He continues: "The significance of the subject from a metrical and etymological point of view is too manifest to require argument. And yet it is scarcely too much to say that the whole matter is practically ignored in this country, both in the actual teaching of the class-room, and, with few praiseworthy exceptions, in American editions of the classics." This well represents the state of the case, but it might be urged in extenuation that heretofore our teachers have not had access to the best authorities on this subject, and had to content themselves with teaching the forms of words as they found them in grammars and dictionaries. This plea will not, however, answer any longer. In this small, cheap, and beautifully printed work every teacher can now inform himself of the results of the latest investigations, which are, we suppose, more fully detailed in Brambach's larger work, and we hope that the reception of this work will encourage Mr. McCabe to translate it also for the information of our American teachers. After the translator's brief, but very pertinent prefatory note, follows the "Introduction to the German Edition," in which the author states the aim of rules for Latin orthography, namely, "to give the texts of authors the proper form that is based upon the history of the language, and to settle the forms of modern Latinity." Excluding Terence, as "unfortunately no longer read in German schools" (in which respect we are glad to say that our schools show a marked difference from the German), the author includes the Roman writers now read in the schools, who flourished from 100 B. C. to 100 A. D., in three groups, the first comprising, Cæsar, Cicero and Sallust; the second, Livy, Virgil, Horace and Ovid; and the third, Quintillian, Curtius and Tacitus, Cornelius Nepos and Phaedrus being placed apart, as their writings "have been handed down to us in such a way as to render impossible any authoritative judgment as to the original state of their texts." The orthographical characteristics of the other authors are briefly noted, and the conclusion stated that "the first two groups conform to the practice of the old Latin in pronunciation and spelling, which prevailed down to the time of Nero, while the third belongs to the Silver Latinity in its highest development." The author

thinks that while ancient authors did not critically revise their manuscripts with an eye to orthography, they would not employ current and antiquated forms side by side; and he regards the orthography of the Silver Age, from Nero to Hadrian [A. A. 54—138] as "the best model both for modern Latinity and for grammatical purposes." He supports this view by the arguments that the older grammarians have based our Latin forms upon this orthography, and the later grammarians have taken it as their starting-point, so "to think of setting up now any other period as the standard would be a useless experiment;" again, "we know of no earlier period of the Latin tongue so precise in the matter of forms;" and lastly, "the form of the language from Nero to Hadrian really exhibits its fullest phonetic development." This, then, is the period selected, and the rules of orthography are based upon the spelling of the authors of the Silver Age. Then follows the bulk of the volume, an "Orthographical Index, Alphabetically Arranged," of Latin words, the spelling of which is in each case supported by references to the Corpus Inscriptionum, to editions of the Codex Vaticanus, of Cicero's Orations against Verres, and the Codex Veronensis of certain books of Livy, to various German critical editions of Latin authors, and to the authority of such scholars as Lachmann, Ritschl, Mommsen and others. The work concludes with a dozen pages of "Ready-Reference Tables for Latin Orthography," in which the Latin words most liable to be incorrectly written are here given in alphabetical order.

Mr. McCabe tells us that the Messrs. Teubner, of Leipzig, immediately after the publication of this work, "advertised that thereafter the texts of their Latin authors for schools would be printed in accordance with its decisions," and we would commend their example to American publishers of Latin texts, grammars, and dictionaries. J. M. G.

We have received from S. M. Pettingill & Co., New York, a valuable aid to business men—*The Newspaper Directory and Advertiser's Hand-Book for* 1877, containing a complete list of the periodical literature of the United States and British America.

PRINTERS!

AMATEUR AND PROFESSIONAL.

GET ONE OF KELLY'S

PATENT GALLEY SUPPORTS,

And save time, labor and your temper. No more galleys pied and no extra cases needed in correcting. It holds the galley outside of the case.

Price, $2.00. **Invaluable in Newspaper Offices.** **Price, $2.00.**

Send for descriptive circular to

Lucas' Type Foundry, Baltimore, Md.

VAN ANTWERP, BRAGG & CO.,

SUCCESSORS TO

WILSON, HINKLE & CO.,

PUBLISHERS OF THE

Eclectic Educational Series.

A Complete Series. **A Practical Series.**
A Progressive Series. **A Popular Series.**
An Attractive and Durable Series. **A CHEAP SERIES.**

STILL FURTHER REDUCTION IN PRICES.

The standard school-books of the Eclectic Series are more extensively used in public and private schools throughout the United States than any other similar publications. The widespread popularity of these books, their long-continued use in the best schools, and the unequivocal indorsement of them by experienced teachers, are the best possible evidences of their intrinsic worth and adaptation to the wants of the schoolroom. Prices have been greatly reduced.

THE ECLECTIC SERIES INCLUDES

McGuffey's Readers, Speller and Charts,
Ray's Arithmetics,
Ray's New Algebras,
Ray's Higher Mathematics,
Harvey's Language Lessons,
Harvey's English Grammars,
Eclectic Geographies,
Eclectic Penmanship,
Venable's U. S. History,
Thalheimer's History of England,
Thalheimer's Ancient, and Med'l and Modern Histories,
Brown's Physiology,
Norton's Philosophy,
Norton's Elements of Physics,
Schuyler's Logic,
Andrews' Manual of Constitution,
Harvey's Graded-School Readers and Primary Speller,
White's Graded-School Arithmetics,
Schuyler's Complete Algebra,
Schuyler's Elements of Geometry,
Schuyler's Trig. and Mensuration,
Evans' School Geometry,
Bartholomew's Latin Grammar,
Bartholomew's Latin Gradual,
Duffet's French Method,
Duffet's French Literature,
Hepburn's Manual of Rhetoric,
Gow's Morals and Manners,
Payne's School Supervision,
Kidd's Elocution,
Kidd's Rhetorical Reader,
White's School Registers,
Etc. Etc. Etc.

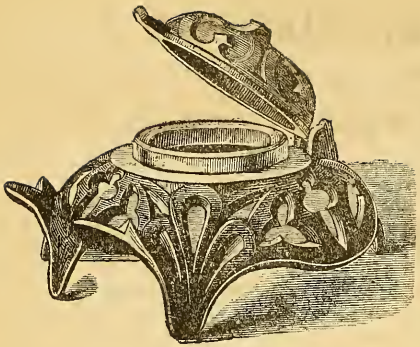
For Price List and Descriptive Circulars address the Publishers,

VAN ANTWERP, BRAGG & CO.,

137 Walnut St., CINCINNATI. **28 Bond St., NEW YORK.**

J. W. BOND & CO.,

90 Baltimore St., BALTIMORE.



Dulany's Trefoil Inkstand,

Made of Bronze Iron, has a PEN RACK in front, and the glass ink-well is so protected it cannot be easily thrown out.

Sent by Mail on receipt of 25 Cents.

Price per doz., $2.00 net.

WM. J. C. DULANY & CO.

332 W. Baltimore Street,

BALTIMORE.

ST. JOHN'S COLLEGE,

ANNAPOLIS, MD.

—:—

JAS. M. GARNETT, LL.D., Principal.

—:—

Opening of session and examination of candidates for admission MONDAY and TUESDAY, September 18th and 19th. Terms for board and tuition, $275 per annum, payable semi-annually in advance. Several State scholarships for Tuition vacant. For catalogues, containing full particulars, address,

PROF. W. H. HOPKINS,

Annapolis, Md.

ZUCCATO'S PATENT PAPYROGRAPH.

400 Autograph Copies of any Writing, Illustration, Design, Notice, Map, Table, Examination Paper, &c.,

Can be produced by the Papyrograph in an hour with an ordinary copying press.

Men in all kinds of business, and in schools of every grade, will find it invaluable, and that there is no limit to its practical use.

Send for Circulars and Catalogue of prices. Address,

PAPYROGRAPH CO.,

43 and 45 Shelucted Street,

NORWICH, CONN.

NEW SERIES OF
GEOGRAPHIES

REVISED TO DATE.

BY S. S. CORNELL,

Corresponding Member of the American Geographical and Statistical Society.

Adopted Jan. 6, by the State Board of Education of California for exclusive use in the Public Schools for four years from July 1, 1875.

CORNELL'S PRIMARY GEOGRAPHY - - -	$0.90
CORNELL'S INTERMEDIATE GEOGRAPHY - -	1.50
CORNELL'S PHYSICAL GEOGRAPHY - - -	1.60

Send for Pamphlet giving full description and testimonials.

MISS YOUMAN'S NEW BOTANICAL SERIES.

FIRST LESSONS IN BOTANY, PRICE - - - -	$1 00
SECOND BOOK OF BOTANY, PRICE - - - -	1 50
HENSLOW'S BOTANICAL CHARTS, Edited by Miss Youman, PRICE - - - - - - - - - - - -	18 00

Miss YOUMAN'S Method is an outgrowth of the most recent scientific views, and has been practically tested by careful trial with juvenile classes. It has been everywhere welcomed as a timely and invaluable contribution to the improvement of primary education. Harris, Pickard, De Wolf, Snow, Rickoff, Phelps, White, Apgar, Brooks, Hart, Bateman, Newell, and others of national reputation, have voluntarily commended it in unqualified terms.

KRUSI'S NEW GRADED SYSTEM OF DRAWING.

SYNTHETIC SERIES (Primary), Four Books and Manual.
ANALYTIC SERIES (Intermediate), Six Boooks and Manual.
PERSPECTIVE SERIES (Grammar School), Four Books and Manual. Just Published.
ADVANCED PERSPECTIVE AND SHADING SERIES (High School), nearly ready.

Special courses in Industrial Drawing are in preparation. Already in use in nearly one hundred towns in Pennsylvania.

OUR NEW EDUCATIONAL CATALOGUE, embracing over three hundred standard Text-books, will be mailed to Teachers and School Officers on application.

Prompt attention will be given to all inquiries and correspondence in reference to our Text-books, and all other educational topics.

Address

D. APPLETON & CO., Publishers,

549 and 551 BROADWAY, New York.

INTERESTING TO TEACHERS, STUDENTS, AND EDUCATORS

New Books with New Ideas.

Brooks' Normal Higher Arithmetic, -	$1 38
Brooks' Philosophy of Arithmetic, -	(In Press)
Westlake's Common School Literature,	60
Westlake's How to Write Letters, -	1 00
Lloyd's Literature for Little Folks, -	50

A Course of Permanent Excellence.

BROOKS'

Normal Arithmetics, Algebra & Geometry,

A Leading and Practical Course for Business.

Extensively used in the best Schools, and highly recommended by the best Scholars.

Primary, 35, New Mental, 38, Algebra, $1.25, Geometry and Trigonometry, $1.25
Elementary, 50, New Written, 95, Geometry, 84,

Raub's Normal Spellers 30, 45 Fewsmith's Grammars - - - 45, 65,
Pelton's Outline Maps - $25 Peterson's Familiar Sciences 80, $1.60.

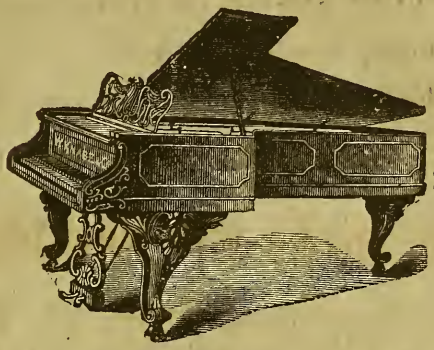
☞ Full Catalogues of SOWER, POTTS & Co's PUBLICATIONS sent free by mail.

SOWER, POTTS & CO., Publishers,
530 Market St., Philadelphia.

KNABE

Grand, Square and Upright Pianos.

THE BEST Now Made.



Every Instrument Fully Warranted For Five Years.

SECOND HAND PIANOS AT ALL PRICES.

ORGANS, THE LARGEST AND BEST ASSORTMENT IN THE CITY.

Sole State Agencies for Smith's American Organs, E. P. Needham & Son's Silver Tongue Organs and other Leading Makes. Illustrated Catalogues furnished on application.

WM. KNABE & CO.,

350 W. Baltimore Street, BALTIMORE, and 112 Fifth Avenue, NEW YORK.

THE STATE

NORMAL SCHOOL,

BALTIMORE,

Offers superior advantages to Young Ladies desirous of finishing their Scholastic Education. The thoroughness of this School in English, Mathematics and Science is well known.

Young Ladies who are not sufficiently advanced to enter the Normal Department can be received into the GIRLS' MODEL SCHOOL, under the care of the same Professors and Instructors as the Normal School, and conducted on the same principles.

For information as to Terms, &c., apply to

M. A. NEWELL, Principal.

ECLECTIC GEOGRAPHIES

By A. Von STEINWEHR,

COMPLETE SERIES IN THREE BOOKS:

Eclectic Primary Geography, No. 1;

Eclectic Intermediate Geography, No. 2;

Eclectic School Geography, No. 3.

PRICES.—I, Retail; II, Introduction Price; for first introduction into schools where not already in use; III, Exchange Price; for first introduction into schools, in exchange for the corresponding old books of other series in use in the schools.

	I.	II.	III.
ECLECTIC PRIMARY GEOGRAPHY, -	$0.80	$0.60	$0.40
ECLECTIC INTERMEDIATE GEOGRAPHY	1.50	1.13	.75
ECLECTIC SCHOOL GEOGRAPHY, - - -	1.80	1.35	.90

Single Sample Copies for examination with a view to first introduction, sent post-paid by mail, at Introduction price (2d column).

Superior in the following important particulars:

I. **Compactness.** Only three books in the series. The School Geography, No. 3, includes a treatise on *Physical Geography*, sufficiently complete and extensive for Common and High Schools, obviating the necessity of a separate text-book on that subject in schools where the Eclectic Geographies are used.

All superfluous matter and statements of facts foreign to the subject have been carefully omitted.

II. **Uniformity of Plan.** There is a uniformity of plan in arrangement and presentation of the subject which greatly facilitates the progress of the pupil.

III. **Gradation.** The series, and each book of the series, is graded easily, naturally, and in a manner to best adapt them to the use of schools.

IV. **Map-Drawing.** The system of Map-Drawing taught is most simple and practical, and is embodied in the books and not in a separate treatise.

V. **The Map Questions** are on the pages facing the Maps.

VI. **The Pictorial Illustrations** were designed and engraved by the best artists, expressly for these books. They are all new and instructive, and they vividly illustrate the text.

VII. **The Statistical Tables** are compiled with the utmost care and accuracy, from the latest reliable sources.

VIII. **The Maps** show distinctly the Physical features, as well as the Political boundaries of the country, and are the most beautiful, the most clearly engraved, and the most accurate of any American Maps. They are the result of long-extended, careful labor, subjected to critical revision, and are generally conceded to be *the best.*

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

N/2055/00045/6851X

TOWSON STATE UNIVERSITY
TOWSON, MARYLAND 21204
Albert S. Cook Library